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THE WEST VIRGINIA DEPARTMENT OF EDUCATION PREPARED THIS CURRICULUM GUIDE FOR TEACHING FRENCH AND SPANISH WITH AN AUDIOLINGUAL APPROACH. A SECTION OUTLINING METHODS AND STRUCTURES FROM LEVEL THREE TO LEVEL SIX SHOWS HOW A LONGER SEQUENCE OF LANGUAGE STUDY CAN BE CONSTRUCTED. OTHER TOPICS DETAILED ARE CLASS GROUPING BASED ON ABILITY, AUDIOVISUAL AIDS, TESTING, TEACHER COMPETENCY, AND IN-SERVICE TRAINING FOR TEACHERS. DISCUSSIONS OF PROGRAMED INSTRUCTION AND AUDIOVISUAL EQUIPMENT, A GLOSSARY OF TECHNICAL TERMS, AND A 14-PAGE LIST OF SOURCE MATERIALS COMPRISE THE APPENDIXES. (SS)

MODERN FOREIGN LANGUAGES

GRADES 3-12

STATE OF WEST VIRGINIA
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REX M. SMITH
State Superintendent of Free Schools

MODERN FOREIGN LANGUAGES
GRADES 3-12

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FL 000 441

MODERN FOREIGN LANGUAGES
GRADES 3-12

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WEST VIRGINIA DEPARTMENT OF EDUCATION
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1963

FOREWORD

Today's problems have made it imperative for us to understand other peoples, their needs, their customs, their national personalities, and to help them understand us. Language is a tool with which understanding may be achieved. We must learn the language of other people, just as they learn ours; the desire to understand must be evident on both sides.

Until recently in the United States two years of modern foreign language in high school was the almost universal pattern. Obviously this was too short an exposure for teaching all the language skills. Emphasis was placed on reading and writing partly because modern foreign languages inherited the goals and methods of instruction of the classical languages and partly because reading and writing seemed the easiest to teach. These two skills were also considered most likely to be of use to the average high school graduate. The oral skills, listening comprehension and speaking ability, were almost completely neglected.

Since World War II it has been evident that because of changing world conditions, particularly increased personal contact between people speaking different languages, a command of the oral skills has become of greater practical value for most people. Also, linguists maintain that the reading and writing skills are learned more easily and better when they are based on a solid foundation of oral skills.

There is now almost complete acceptance on the part of the general public, as well as school personnel, of the need for a strong program of modern foreign language instruction covering all four skills: listening comprehension, speaking, reading, and writing. Faced with the task of teaching all four language skills, teachers and school administrators are asking themselves many questions: How many years should we offer? What languages should we teach? What level of achievement is it reasonable to expect from the students? What skills should the teacher have? How may he acquire these skills? Should the teacher use only the foreign language? Should the pupil never see the printed page? How may recorded material be used to teach the oral skills?

The purpose of this curriculum guide is to help answer these and many other questions and to present new ideas in methods of instruction.

REX M. SMITH
State Superintendent of Schools

PREFACE

Modern foreign language instruction in West Virginia, as well as in the rest of the United States, has not, with a few notable exceptions, been of a nature to provide the mastery required in today's world.

An awareness of the new goals and the principles of language instruction which will permit attainment of these goals is now sweeping the entire country. Teachers all over the United States are attending more in-service workshops and discussion groups than ever before. The federal government is pouring unprecedented sums of money into NDEA Institutes for the retraining of teachers in the newer methods, use of equipment and material, and command of the language. Language association meetings have substituted discussion of new goals, material, equipment, and methods for the previous discussion of subjects of literary interest. Language teachers are vibrant with interest in improving instruction in modern foreign language as never before in the history of education in the United States.

Without the full support and warm encouragement of school administrators, our goals in modern foreign language instruction will never be met. Therefore, the very first section in this curriculum guide is a brief statement of the responsibility of administrators; namely, State Department of Education officials, county superintendents, assistants, and supervisors.

An understanding of the nature of language is the foundation on which all the principles of language instruction rest. This understanding also provides the basis for the selection of materials and the use of equipment. The nature of language is covered briefly in the *Introduction.* From the very nature of language, the importance of the oral approach and the need for longer sequences impose themselves.

As the teacher chooses equipment and texts, and as he outlines his teaching procedure, he will constantly have in mind the objectives of modern foreign language instruction. The objectives which the curriculum guide committee feels should be shared by every West Virginia modern foreign language teacher are expressed in the *Objectives.*

The pre-reading phase has received a tremendous amount of publicity which has resulted in the propagation of several misconceptions; e.g., that the student should never see the book, and that reading and writing are not important. The essential principles and methods of this phase of instruction are covered in the section beginning on page 20.

Perhaps the question most frequently asked by teachers who feel acutely their responsibility for the achievement of 100-150 modern foreign language students each year is: What should I expect them to have learned at the end of the first, second and third year, etc.?

In order to answer this same question, the State of New York involved many of its best teachers for long work sessions. They established lists of structures to be covered at each level. After some discussion, the committee for the preliminary draft of the West Virginia Modern Foreign Language Curriculum Guide decided that it would not be feasible to attempt an improvement on the structures in the New York guides. Permission to use these structures was requested and graciously granted. The structures listed in the section on levels are then, with minor modifications, the work of the New York State Curriculum Guide Committees for French and Spanish.

In addition to the structures, a time allotment and suggestions for teaching the various skills are given. The section on levels is intended to be used as a guide and is not to be followed blindly regardless of the sequence of structures presented by the text the teacher is using. See the *Table of Contents* for the beginning page of the various sequences.

The use of electronic equipment opens up the possibility of grouping. Until the present time there has been very little written on this method of improving instruction, and practically no experience has been acquired by any of the committee members. Therefore, the section on grouping is offered as a suggestion for the teacher who has mastered his equipment, familiarized himself with the material, has his class well under control, and who is anxious to experiment.

If the student is not tested on certain aspects of language learning, he will no doubt neglect those aspects. Oral testing is a new responsibility and presents new problems for the teacher. Helpful hints are given in the section on testing.

The need for in-service training is so important it warrants the special attention of teachers and administrators. Some helpful suggestions are offered in the section on in-service training.

In order to teach a modern foreign language effectively a teacher should have certain competencies. These competencies have been outlined by the West Virginia Committee for the Restudy of Teacher Education in Modern Foreign Languages for the consideration of the West Virginia Board of Education. Since these recommendations have not yet been acted on by the Board of Education, they must be considered here as only tentative.

Many teachers and administrators are faced with the necessity for making a decision between an electronic classroom and a language laboratory. A brief comparison of the two types of installations is given in the section on audio-visual aids.

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With a few minor changes, the structures to be taught on the various levels, the notes on the structures and the list of the most frequently used verbs, were taken from the New York State Curriculum Guides for French and Spanish.

The illustrations were done by William Sayre.

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TABLE OF CONTENTS

Page

Responsibilities of Administrators 1

Introduction 4

Objectives 8

Basic Principles of Methodology 12

Pre-Reading Phase 20

Methodology for the Elementary Level 25

Methodology for the Secondary Level 27

Levels 40
- Level I Beginning in Grades 3, 4, 5, and 6 43
- Level I Beginning in Grades 7 and 8 61
- Level I Beginning in Grade 9 63
- Level I Beginning in Grade 10 63

Notes on the French and Spanish Structures 65
- Notes on the French Structures 65
- Notes on the Spanish Structures 68

Teaching with Audio-Visual Aids 73

Principles of Grouping 77

Testing 86

In-Service Training 90

Appendixes
- Programmed Instruction 93
- Tentative Recommendations for Secondary School Modern Foreign Language Teacher Competencies 95
- Tentative Recommendations for Elementary School Modern Foreign Language Teacher Competencies 98
- Specific Recommendations by the Committee for the Restudy of Teacher Education in Modern Foreign Languages 99
- Audio-Visual Equipment 100
- Glossary 106
- Source Materials 109

RESPONSIBILITIES OF ADMINISTRATORS

In order for a foreign language program to succeed, the interest and support of the administrators must be manifested by their concern with the following problems.

County Modern Foreign Language Supervisor

Those counties which are large enough to justify the employment of a full-time language supervisor should do so. Smaller counties should consider giving some released time to one of their experienced modern foreign language teachers in order to permit this person to assume responsibility for articulation, coordination, and leadership in in-service training for the language program.

In-Service

Membership in language associations and subscriptions to professional journals should be encouraged. Teachers need the stimulation of the exchange of ideas afforded by language association meetings and by reading professional journals.

A methods course taught by an experienced teacher should be arranged. College- or university-sponsored classes to improve the teacher's command of the foreign language should be encouraged; however, where teachers are not concerned with obtaining credits, locally arranged adult education classes of a conversational nature, taught by a native speaker, can be very valuable.

Teachers should be encouraged to take advantage of exchange teaching programs, grants and scholarships for study abroad. Foreign residence provides an extremely important part of the cultural background for every modern foreign language teacher, in addition to improving his language skills.

Workshops should be organized on a county or area basis at least twice a year. Counties with less than six modern foreign language teachers should consider combining with a neighboring county. These workshops afford excellent opportunities for the teachers to discuss articulation, methods, material, equipment, and other common problems.

Guidance and Counseling Services

Counseling services should be available to provide information on available loans and scholarships, particularly on grants and exchange possibilities for study abroad, to provide information on the increased need and opportunity for people with a modern foreign language proficiency and to advise students on college entrance and degree requirements in modern foreign languages.

Size of Class and Teacher Load

Learning to speak a language is to a great extent a process of acquiring a physical skill. Each student should participate in much individual response under the teacher's attention so that individual errors may be more easily caught and corrected. Even with the use of electronic equipment, every effort should be made to keep classes down to 25 students.

Every teacher needs at least one period a day for preparation. This is particularly true for the teacher who is using electronic equipment to group and help provide for individual differences.

Qualifications of Teachers

In hiring teachers, their qualifications should be evaluated with respect to the minimum requirements set up by the West Virginia Committee for the Restudy of Teacher Preparation for Modern Foreign Languages. See appendix containing tentative recommendations for teacher competencies.

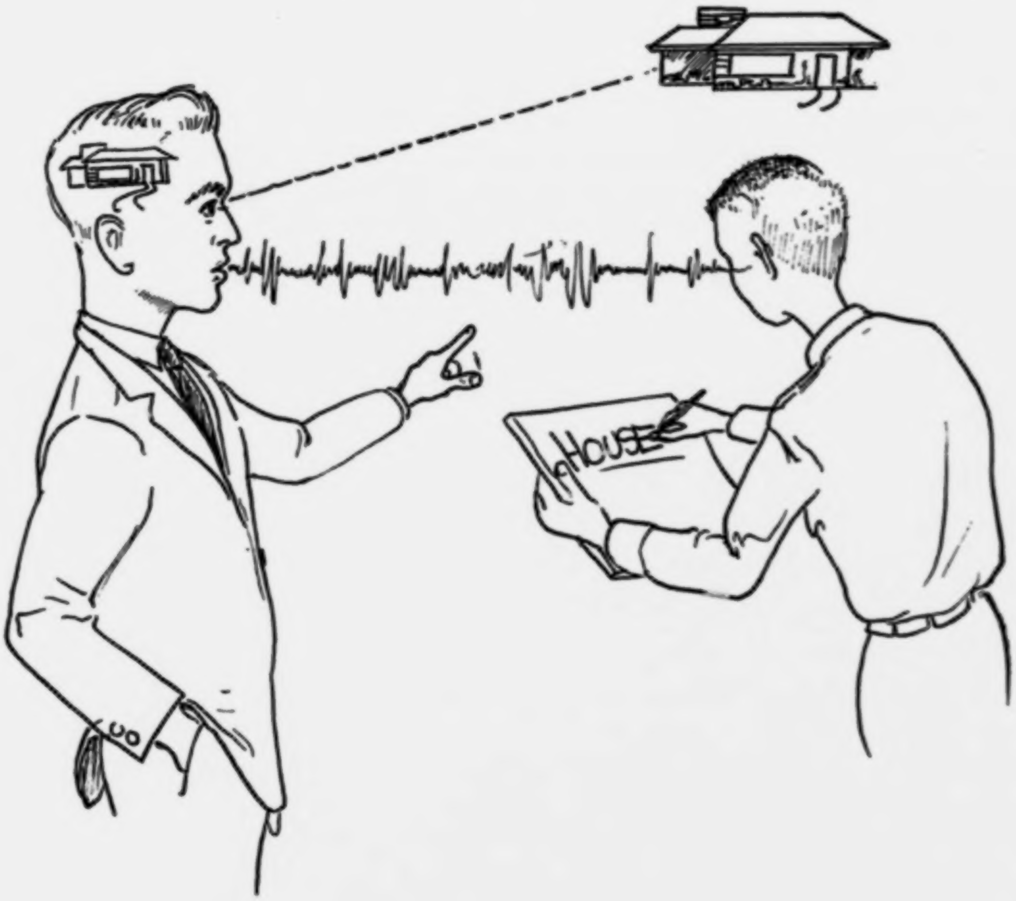
Scheduling

Within the range of possibilities permitted by the size of his school and scheduling difficulties, the administrator should maintain a separate program for those who began a language in the elementary grades. Also, the academically talented college-bound students should be kept separate from terminal students whose only use of the language quite likely would be as a tourist. In the early stages of language learning below the ninth grade, the problem is not so serious. However, from the ninth grade on, where there is increased emphasis on reading and writing and where the students are under pressure to make rapid progress, the achievement and the needs of the below-average and disinterested-terminal students vary so greatly from the achievement and needs of the academically talented, college-bound students that teaching a class with such different abilities and needs will result in frustration for all concerned.

INTRODUCTION

The Nature of Language

Language evolved from sounds to which meaning was ascribed. Spoken words stand as a symbol for some object or idea of human experience. Written language has been developed to make possible the preservation, through the use of symbols, of the spoken language. Long before mankind wrote or read, he spoke. Even today there are cultures where the skills of reading and writing do not exist. Meaning may be communicated through the spoken language entirely independently of the written language. In order to communicate in the spoken language, listening discrimination must be developed to a high level. The speaking skill must be developed to a point of automatic response.



Both listening discrimination and speaking are skills that have been neglected in the foreign language classes of the past. However, with the present-day increase in spoken communication between people of different languages, the development of electronic equipment and the trend toward longer sequences, it is no longer necessary or even possible to neglect these two important language skills.

With this newly acquired responsibility for teaching the oral language skills, the teacher should remember that the range of permissible variation in the spoken language is great. Changes in tonal patterns will express the entire range of human emotions. Voice quality changes with sex and age. In some countries, regions using the same written language have developed a spoken language so different that the inhabitants of one region are hardly able to understand those of another. In every region there is a constant audio development. The youth of today not only have a different vocabulary but pronounce words differently from the youth of 100 years ago. However, until recently there has been no permanent audio record of the spoken language.

The expressiveness, the flexibility, the constant development of the spoken language and the priority, in the learning sequence, of the spoken language over the written all have important implications for the teacher, as will be brought out in the following sections.

Oral Approach

Learning a language is essentially a process of learning certain skills. In learning to understand and use one's native language, a natural sequence of skills occurs: listening, speaking, reading, and writing.

The learning of a foreign language in our schools today cannot duplicate in many respects the processes involved in acquiring native speech. However, the essential steps must be the same. Language habits must be set through listening, imitating, and responding. This approach (designated variously as aural-oral, audio-lingual, hearing-speaking or oral) is now generally recognized as the most effective approach to foreign language teaching; and, in addition to being psychologically sound, provides a strong motivational factor in that the student is actually speaking the language at the outset.

The Importance of Long Sequences

Much pratice over a long period of time is required in order to fix the language habits that must be acquired in learning a language. The traditional two years of foreign language study in high school is hopelessly inadequate. A longer sequence is needed if the program is to be of lasting value to the student. It is also important that the students get a long sequence in one language rather than two or three years in one language and two or three more in a second.

An ideal program would provide an articulated pattern of instruction beginning in the elementary school and continuing through the senior year of high school. Students showing interest and aptitude should be given the opportunity to add a second foreign language in the secondary school.

Some school systems in West Virginia are beginning a ten-year program. All those who can should do so. A typical program for these schools is given on page 43.

For most schools a full four-year program preceded by two years during which the pupils meet from three to five times a week for 20 to 30 minutes would be more realistic than attempting a ten-year program at the outset. All schools at present offering two years of a modern foreign language should immediately begin working to establish a program of four full years plus two introductory years at the junior high school level. For these schools a suggested program is given on page 61.

In the school year 1961-62 approximately eighty-five senior high schools in the State did not offer a modern foreign language. Obviously, most of these schools will not be able to offer a six-year sequence immediately. A three-year sequence beginning in grade 10 would be a realistic goal for the immediate future. A suggested program is given on page 63.

Which Languages

Individual students may have valid reasons for preferring one language over another. However, among the four most frequently taught languages —French, Spanish, German, and Russian—the determining factor for the school in making a choice may appropriately be the possibility of maintaining a long sequence; that is, the availability of a teacher and the likelihood that the teacher will stay or that a replacement can be found if he leaves. On this basis a reasonable balance among the languages taught will no doubt be maintained throughout the State.

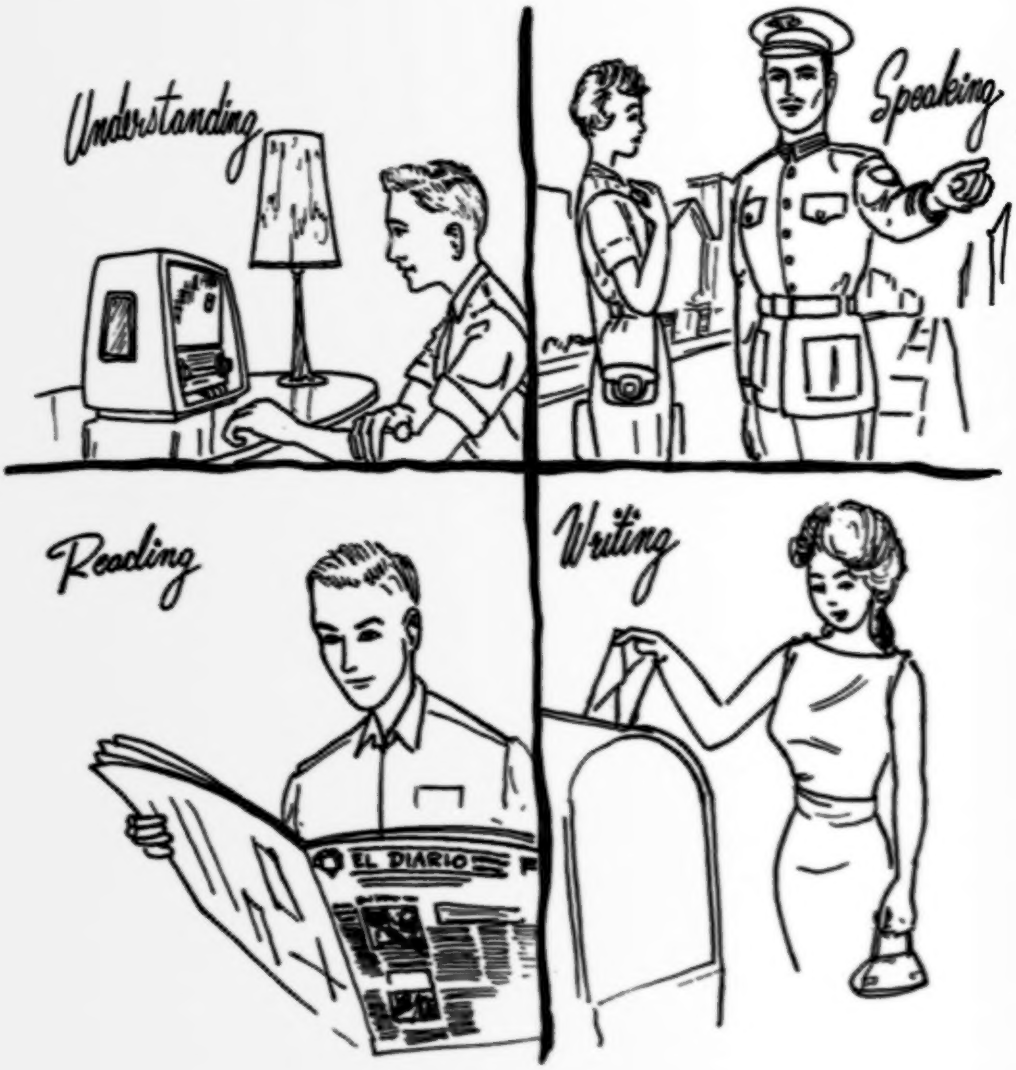
Who Should Study Modern Foreign Languages

In order to get a program started on the elementary level, it is frequently necessary to begin with a limited number of pupils. In these situations it would be reasonable to select the academically able. Ideally, however, all children in elementary school should have an opportunity to study a modern foreign language. During these years interest in language is high. The child's capacity to imitate is at a maximum; his memory is excellent; and his vocal mechanism is flexible, capable of making a great variety of sounds. Study of a language begun in elementary school should continue for as long as justified by the interest and ability of the student. From the ninth grade on, terminal student should be in a separate track where the expected level of achievement, especially in reading and writing, would not be as high as for the college-bound students.

OBJECTIVES

Language Competence

To attain facility in all four skills—understanding, speaking, reading, and writing the language—should be the aim of all students who study a modern foreign language.



International Understanding

A study of a foreign language can contribute to international understanding by helping students secure a realistic view of some of the problems of the world, by helping them obtain a deeper understanding of the reasons behind the differences in customs and beliefs, by showing them the contributions made by various countries to the world community, by assisting them in evaluating the services rendered by various international organizations devoted to better world understanding, by awakening in them a desire to understand the problems and way of life of other people, and by indicating to others our sincere interest in their customs and country.

A person may learn endless facts about the culture and civilization of another people and still feel isolated from them unless he can participate in their culture by reacting to it in their language. It is the responsibility of our schools to prepare students for this experience.

As Marjorie Johnston so clearly explains, "Language is itself an integral part of the behavior system of a people and at the same time a means for the expression and summing-up of this system or culture. Every stage of foreign language learning must relate in some manner to the life and civilization of the people because the linguistic forms belong in a frame of reference which is different from that of the learner."[1]

LANGUAGE
International
UNDERSTANDING
W. VA.

In a world where more and more Americans are meeting people from other lands, the ability to communicate has become increasingly important.

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[1] Marjorie C. Johnston, "How Can Modern Language Teaching Promote International Understanding," *The Bulletin of the National Association of Secondary-School Principals*, Vol. 40, No. 224 *(December, 1956)*, p. 71.

Professor William R. Parker states, "Never have so many Americans encountered so much foreign speech with so little equipment for communication and so much depending upon communication. . . America's new role in the world simply aggravates our national sensitivity to this unprecedented problem of stepped-up communication. . . Given an atmosphere of global tension, which is the atmosphere in which we live today, it would seem that no nation, particularly not a nation with frightening power and enviable wealth, can long 'get by' without even trying to talk the other fellow's language. . . That is why Americans, praying for peace and seeking an increase in international understanding, now gather to discuss foreign language study as a means to those ends."[1] When the desire to understand is actually present and sincere, language study can speed and increase understanding among the nations of the world.

Career Opportunities[2]

Language study is a necessary phase of preparation for many vocations and positions of responsibility. For this reason foreign languages are required in many fields of study in our undergraduate schools and for research in almost all our graduate schools. The knowledge of a foreign tongue may be a secondary asset but, nevertheless, a vital asset in securing certain positions which could not be properly filled by a person lacking the language background. Therefore, many schools of commerce, journalism, music, and library science have a foreign language requirement. In the foreign service, armed forces, peace corps, foreign missions, business and industry, men and women with a knowledge of foreign languages are needed.

Cultural Background

By attainment of a cultural background is meant not only acquiring an acquaintanceship with productions in the fine arts, but also some knowledge of the history, geography, political system, economic conditions and social customs of the people concerned.

Such knowledge and understanding of another country give a person a better perspective and basis for evaluation of his own country and should therefore help him to be a better citizen of his own country and of the world. This cultural background should be the goal of every educated American.

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[1] William R. Parker, "The National Interest and Foreign Languages," (Prepared for the U. S. Commission for UNESCO, Department of State), pp. 68-70.

[2] University of Michigan, Sources of Employment for foreign language majors and minors: Occupational Information Bulletin #1.

College Entrance Requirements

By 1958 more than 25 per cent of the institutions granting a bachelor's degree required a foreign language for entrance. This information still does not give a true picture of the importance of foreign language units for college entrance, since many colleges which do not have a foreign language requirement admit very few students without high school foreign language experience. All freshmen in the following institutions which have no foreign language entrance requirement offered two or more units for admission in 1953: Boston University, Chatham College, Goucher College, Johns Hopkins University, Skidmore College, Sweet Briar College, Wheaton College (Mass.), and William Smith College.[3]

In 1958 the report of the Commission on Liberal Education of the Association of American Colleges recommended that the minimum foreign language requirement for college entrance be raised as rapidly as possible to four years. In accordance with this recommendation, the increasing importance of proficiency in a foreign language is reflected in the trend among colleges and universities to institute or increase foreign language entrance requirements.

Success in Tests

For some high school seniors success in various tests is naturally a very important objective. In its national contest the American Association of Teachers of French offers desirable prizes to those students who are in the advanced category. Admission and sometimes scholarships to a chosen college or university may well depend upon the scores made in the College Board Tests. The newer Advanced Placement Tests are likewise of great importance to some high school seniors; many colleges grant them advanced credit and warmly welcome them if they have indicated by their record and their test scores that they were able while still in high school to do college-level work.

Such tests formerly emphasized reading, translation, vocabulary and grammar, with relatively minor attention being given to the oral aspects of language proficiency. During the last few years, under the influence of the oral approach to language teaching, more attention has been given to testing the oral skills, listening comprehension and speaking ability. The grammar-translation method of teaching will no longer prepare a high school student to do well on these tests.

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[3] Marjorie Johnston, Ilo Remer, Frank Sievers, *Modern Foreign Languages: A Counselors Guide*. U. S. Department of Health, Education, and Welfare, p. 28.

BASIC PRINCIPLES OF METHODOLOGY

Explanation of Grammar

A single element of grammar should be introduced at one time, and the student must be given time for assimilation. Too much attention to explanation is not conducive to forming a set of habits. After several illustrations of a new principle, the student is ready for pattern practice.

Upon introducing the direct object pronoun, for instance, the students require only the briefest explanation of what is involved. This is done better by example. The instructor would form the sentence—*Je vois la maison. (yo veo la casa).* By removing *"la maison" (la casa)* and placing *la (la)* in front of the verb, he shows the student how to manage this construction: *Je la vois. (yo la veo).* After a number of such examples, the student is ready for the pattern drills which will set the habit. As the other pronoun objects are introduced, the student will make an analogy with the pattern already learned; thus he will need little or no explanation and very few examples. Although the student by now understands what he is doing, he must practice the principle many times until the response is absolutely automatic; otherwise he will not attain fluency.

When to explain and not to explain has to be left to the teacher's judgment. He will know whether his practice material is accomplishing all that is necessary for the class. Sometimes difficult items, such as the uses of the subjunctive, require more explanation and sometimes more drill. The student, however, learns to speak only by actively handling the language, not by analyzing it or generalizing about it.

Use of English

Since this is the only opportunity that most students have during the day to be exposed to the foreign language, every effort should be made to eliminate English from the classroom. This is the closest approach to being in a foreign country. If it is required of him, the student will gradually make the effort to express himself in the foreign language. If he is permitted to use English, he will accept this permission as standard procedure and will be unwilling later on to make the necessary effort. Insistance upon his use of the foreign language will elicit a good pupil response and create a good classroom atmosphere. The faster learners catch on quickly and take pride in not resorting to English; the slower learners follow their example.

If the teacher feels that it is essential to use a word or two of English in order to get the class under way, he should do so. Some teachers find it helpful to reserve a short period at the end of the class in order to clarify in English anything that has not been understood. The two languages must never be mixed, because the student will then try to apply English usage to the foreign language. This also tends to destroy the rhythm and intonation patterns of the foreign language.

Whenever important tests are given, the use of English is justifiable if there is any doubt about the student understanding the question. Pattern drill instructions on tape may be given in English. In class a few examples by the teacher usually suffice, but the teacher must be certain the student knows exactly what is expected of him. When given in English, directions should be repeated in the foreign language also; and, as the year progresses, directions in the foreign language will be all that is necessary for daily classwork.

Where the teacher finds himself using English frequently in class, it might be helpful for him to make a brief record each day of what he has said in English. If, after a few weeks, repetitions become obvious, these remarks should be translated into the foreign language and taught to the students as part of their work in listening comprehension.

Final decision on the exclusive use of the foreign language has to be left to the teacher. The most important consideration is time for practice; English may be justified as a time-saving device.

Translation for the Advanced Student

For the person who takes brevity, accuracy, and clarity as his goals in writing, there is no linguistic exercise more demanding or more rewarding than translation. In writing our own ideas, if the exact word does not occur, we may use an approximate synonym. If we have not made ourselves clear on the first try, we repeat the thought from another point of emphasis. In translating this is not possible; we have a responsibility to render the thought of the original with complete fidelity and with no extra explanations. Since the student will be translating only that which is well written, he will be under constant pressure to improve his power of written expression.

Translating is admirably adapted to assuring a complete understanding of ideas read. How could one express accurately and clearly in another language ideas which he has only vaguely understood?

Translating is a rewarding approach to the study of style. The thorough and intensive study necessary for translation makes one aware of strengths and weakness which would normally leave only an indefinite impression.

The constant search for the exact word, the proper turn of an expression over a wide range of thoughts will develop a person's sensitivity to nuances of expression as no amount of reading in one language would do.

For the development of flexibility and clarity, translating has much to offer. Rudolf Flesh has expressed this conviction well: "Translating is the ideal form of intellectual exercise. Whenever we translate, we are forced to abandon the mental patterns we are used to and get the hang of others completely alien to our thinking. There is nothing quite like it to gain mental flexibility, which is practically the main ingredient of clear thinking. If foreign languages didn't exist, we would have to invent them as a training device for our minds."[1]

Translation is to a certain extent an art, but also to a certain extent a skill, one which may be developed greatly under the guidance of a skilled teacher. However, only the student who has attained a near-native proficiency in the foreign language is ready for translation. The only teacher who can help him is one whose knowledge of both English and the foreign language is superior to that of the student. The teacher must be one who can accurately be called bilingual. This situation will rarely present itself below the college level.

Translation for the Beginning Student

One of the goals in foreign language study is to teach the student to understand, to think, and to express himself in another language. This goal will be more difficult to attain if a beginning student constantly learns a foreign language by translating it into English. Such training cannot help but convince him, perhaps only subconsciously, that a foreign language is nothing more than a code for ideas which originally came from English and ultimately come back to English. This we want to avoid.

However, there are times when the teacher wants to know, and should know, whether the student understands the foreign language. Translation seems to be the most expedient way to ascertain whether the student does understand. If the teacher would ask the student to explain in his own words what the meaning is, without looking at the text to work out a word for word translation, the danger of the student thinking of the foreign language as a code for English would be to some extent avoided. If the student requires three sentences in English to explain one in a foreign language or condenses a long paragraph into two or three short sentences, the teacher should accept this as indicating understanding and therefore sufficient.

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[1] Rudolf Flesh, *The Art of Clear Thinking*, New York: Harper and Brothers, p. 48.

Translations should not be used on daily or weekly tests; on the more important quarterly or semester exams they may be justified as an efficient means of determining the student's understanding of the foreign language. First, however, the teacher should make an effort to determine understanding in some other way; for instance, by asking simple questions in the foreign language. Where the teacher feels obliged to resort to a translation, he should insist that it be free translation, rendered in good and flowing English. Word for word translations which show the influence of the foreign language in word choice, structure, and position in English should be downgraded.

Translation from English into the target language does the most harm when assigned for homework to be corrected in class a day or two later. The student, with frequent assists from the vocabulary and recently learned rules of grammer, pieces his sentences together with a generous sprinkling of errors. If he is a serious student, he goes over his sentences several times, thus implanting the errors more firmly in his mind. The one rapid correction the teacher makes does not outbalance the impression left by the errors. A week later he would very likely make the same errors again.

Retranslation[2]

A teacher who is fond of translation into the foreign language may for daily work want to use retranslation, which eliminates to a great extent the disadvantages of translation for the beginning student. Retranslation would be handled in the following manner.

After the students have worked with a reading lesson for meaning and pronunciation, after they have repeated it by breath groups and by sentences, after they have memorized answers to the questionnaire based on the reading lesson, in short, after they have become thoroughly familiar with the reading lesson, they may be asked to translate a portion of it freely into good English. Immediately their English translation should be rendered back into the original foreign language. In this way they will naturally select the right word, the proper structure, and the correct word order. Errors they would normally make as a result of the influence of English would not occur to them.

Dictation

Dictation is indispensable for teaching writing and is helpful in reinforcing a knowledge of structures learned orally, through a new learning process, that of writing. Dictation is also excellent for testing many points of grammar, particularly in French, where the spelling changes but the pronunciation does not.

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[2] Goddard, Eunice R., "Retranslation, A Substitute for the Theme," *Modern Language Journal* (December, 1927).

In the early stages of language learning, perhaps nothing more than copying should be required. After a little practice in copying, the students could be required to take dictation of material they have studied thoroughly. Eventually they could be expected to take dictation of unfamiliar material of about the same difficulty as that they are working with. As a testing device dictation may be used at all levels beyond the elementary.

Phonetics

The matter of phonetics in Spanish is simple and comes naturally with the mastering of actual conversations. The student acquires this skill through the repetitive process and pronounces correctly by imitation of models he hears in listening and speaking practice. Isolating words to indicate sound is not satisfactory since it leaves out the elements of pitch, rhythm, and intonation, all of which affect pronuncation. When new sounds are compared with familiar English sounds, care should be taken that the student does not assume that the familiar English sound is sufficiently accurate. Special emphasis, or exaggeration of a sound, should be used only when the student has repeatedly failed to hear the new sound. Poems and songs are helpful in teaching pronunciation; but where pronunciation has been altered to fit the rhythm of a poem or song, the student should also be taught the standard pronunciation.

In French the need for phonetics is greater than in Spanish. A knowledge of phonetics sufficient to help the student check on the pronunciation of words he looks up in the dictionary is necessary. This may be done through a careful teaching of key words for each symbol to which the student may then refer for comparison with the word he is looking up.

Some teachers feel that it is time well spent to go beyond the teaching of the key words and to teach the sounds corresponding to the phonetic symbols. For most of the symbols little extra work is involved; however, for those sounds which are difficult to distinguish (a, *a;* ϕ, oe) and for the long and short, and the open and closed variations of the same sound, teachers and students alike should rely on learning the pronunciation of key words from recordings of native speakers, rather than on learning to reproduce the isolated sound. Placing the sound in a familiar word makes it easier to gauge the exact length and the degree of openness of the sound.

Phonetics is a specialized branch of language learning which should be taught by a specialist. The average teacher has neither the time nor the training to teach more than a summary knowledge of phonetics to his students.

Those teachers who feel the need of a course in phonetics themselves, but who do not have an opportunity to take a course in summer school, might be interested in working with one of the following recorded phonetics courses.

Delattre, Pierre, *Advanced Training in French Pronunciation.*
Middlebury College Book Store
Middlebury, Vermont

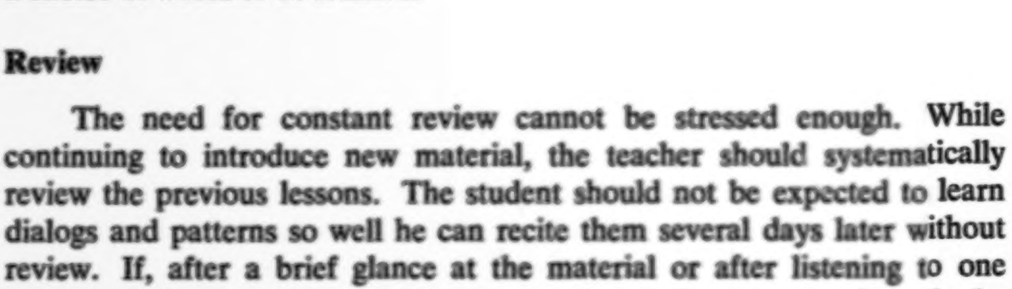
Pleasants, Jeanne Varney—*Prononciation Française—Intonations—Morceaux Choisis*
Goldsmith's Music Shop, 401 W. 42nd Street,
New York 36, New York

Vocabulary

During Levels I and II, vocabulary is limited—especially during Level I. Not until basic expressions and patterns become automatic should vocabulary be increased. New words should be learned in context, not as vocabulary lists. In order to make the learning situation as natural as possible, the student's environment must be taken into account when making a choice of words to be learned.

Review

The need for constant review cannot be stressed enough. While continuing to introduce new material, the teacher should systematically review the previous lessons. The student should not be expected to learn dialogs and patterns so well he can recite them several days later without review. If, after a brief glance at the material or after listening to one or two playings of the material on tape, the student can go through the dialog or pattern drill with only a few hesitations, this should be considered



sufficient. Learning material repeatedly to this level of retention will serve to fix it sufficiently well for subsequent recall when needed.

After patterns have been learned orally, they may be reviewed through dictations in class or through written home assignments. Thus, through the use of a new channel of learning—writing—review is made more effective.

Doing the required amount of review in teaching the four language skills—understanding, speaking, reading and writing—and covering the first and second years of the traditional textbook in two years is obviously impossible. Where a sequence of three years or more of a language is offered, the teacher should schedule his work so as to cover the texts for the first and second years over a three-year period.

In those schools where it is not yet possible to offer more than two years, the teacher should not feel frustrated at spending more than a year covering the first-year text. This is preferable to insufficient review or neglecting one of the four skills. As an extreme example, it would be better to spend two years covering the first-year text and know it well than to cover both first- and second-year texts poorly in the same length of time.

Integration with Other Subjects — Fourth or Fifth Level

Many schools, particularly in Europe, have for years divided the curriculum into two or more languages. In the United States some experimental work of this nature has been done with gratifying results.

This sort of program is not possible in many West Virginia schools at the present time. Nevertheless, teachers can help prepare their students for subject-matter work in a foreign language by giving them good aural training. On the elementary level, work in arithmetic and perhaps geography will help prepare the pupil. On the junior and senior high school levels, intensive work with questions based on the reading lesson is excellent preparation for the student who later may have a chance to study a subject in the foreign language.

Normal Speed

New material should be spoken at the low end of normal speed. If the sentences are spoken too slowly, sound patterns are distorted. After being broken into small, meaningful breath groups for repetition, the complete sentence should be given. Unfamiliar utterances should be spoken at least two to five times by the teacher. The units must be small enough for the student to handle; this is a new language, and he is relying only on his ear.

Care must be taken not to change the articulation of any of the sounds in the process of breaking sentences into breath groups. In teaching a foreign student to understand the following sentence, breaking it up word for word into "I want a cup of coffee." would not help him greatly to understand the sentence spoken informally. Breaking the sentence up into three breath groups which maintain the informal pronunciation would help: "Iwanta cupa coffee."

The teacher must constantly keep in mind that the goal is to teach the student to understand the language as it is spoken and not to make of him an orator and model of oral purity in the foreign language. This does not mean that he will not indicate to the student the difference between colloquial, informal, and standard speech. The well-educated person knows what level to use in a given situation in his mother tongue. He should accept as a distant but attainable goal the ability to distinguish between these levels in the foreign language and eventually to use these levels appropriately.

PRE-READING PHASE

Pupils in the sixth grade and above have become strongly visually oriented in their learning. It would be an unfortunate disregard of the value of the visual sense for effective learning not to make use of this sense in modern foreign language instruction. However, when a student looks at a foreign language cognate, he will be influenced more by English intonation, pronunciation, and syllabication than if he is attempting to say a foreign language sentence with no other aid than imitation of a native-speaking model. Furthermore, if he is forced to rely entirely on his ear for understanding, he will improve his auditory discrimination and concentration. Most language experts therefore agree that all foreign language study should be preceded by a completely oral pre-reading phase.

While there is disagreement among experts on how long the pre-reading phase should last, there is little disagreement on the importance of the pre-reading phase. How long a lapse of time the teacher permits before the printed page is introduced is of lesser importance. Whatever the delay, the student will find when he sees the printed page that his English linguistic habits will influence his oral reaction to the printed word. The influence of the student's mother tongue is sure to be present, and the teacher will have to be prepared to combat it regardless of the length of time between the introduction orally to the material and the presentation of the printed page.

In addition to helping eliminate the influence of the student's English linguistics habits, there are other advantages of oral work whether or not it is a part of the pre-reading phase. A basic structure and its variations may be imitated and repeated far more often in oral than in written work. Mistakes made may be immediately corrected and thus do not have an opportunity to become as firmly rooted as written mistakes, which sometimes are not corrected for several days.

Some teachers hesitate to attempt a pre-reading phase because they feel they do not have sufficient oral mastry of the language. It must be emphasized that the teacher does not need a fluent conversational ability. Fluency can be a handicap. All languages have many ways of expressing most simple ideas; for instance: "Would you like a cup of coffee?" "Would you care for a cup of coffee?" "How about a cup of coffee?" "Let's have a cup of coffee."

The fluent teacher has difficulty remembering how he expressed himself in the previous lessons. For the beginning students, it is important that he not be exposed to variations for expressing the same general idea. Many teachers find that their difficulties arise more from limiting themselves to the material planned than from a lack of conversational fluency.

The teacher must plan carefully what expressions he intends to introduce. These expressions must be available in recorded form, or else the teacher's command should be complete and his pronunciation accurate for the expressions chosen.

In addition to planning the expressions to be used, the teacher must also plan the sentence modifications (i.e., change of person, number, etc.) to be introduced and the amount of drill necessary. The rate of introduction of new material must be planned. Teachers working with a pre-reading phase for the first time must usually be cautioned that a class cannot master nearly as much material orally as it can cover in the traditional manner. The recycling of review items must also be carefully organized, so that the student will get the necessary review without feeling that he is forever studying the same material. Since learning a language is essentially learning a set of habits, review is extremely important. All items, pronunciation, grammatical structure or vocabulary, once introduced, should be reviewed every week. The most difficult or most important items should be reviewed more than once a week.

Finally the transition to the textbook should be planned. Many textbooks contain introductory lessons which are easily adapted to a pre-reading oral phase. These should be used when available. Where textbooks do not contain these introductory lessons, the teacher should take as many expressions as possible from the text he will be using. From other sources he could complete his pre-reading phase material with everyday expressions which he would continue to use after beginning work with the textbook. Where expressions are taken from sources other than the textbook, the teacher should include subsequent reading and writing of these expressions in his classwork.

The pre-reading phase should be a building-up period which blends in smoothly with textbook work, not one method of teaching to be abruptly discarded after a month or more in favor of another method.

In all aural work, whether pre-reading or not, the teacher has two main roles to play—first as a model, second as a judge. The first role, that of model, may be taken over to some extent by recorded material, but even with the best recorded material the teacher should make the initial presentation with his own voice. It is much easier for the students to achieve initial understanding with a live voice than with a recording. In order for a teacher to do this, it is naturally preferable that his voice be native or near-native. However, this degree of proficiency is not essential. If the teacher impresses on the class that his voice is not to be taken as a model but is being used only to facilitate understanding of the recorded voice, he may use his voice effectively in speeding up the students' comprehension of the language and their ability to pronounce it correctly.

In the second role, that of judge, the teacher must rely completely on himself. Without having native command of the language, it is possible for him to distinguish correct pronunciation from incorrect, and grammatically correct expression from incorrect. The teacher must, in fact, be able to do this in order to decide when correction and additional drill are in order and when the time has come to pass on to a new lesson. The teacher would also take the element of boredom into consideration and would not insist on perfection at the expense of student interest. Instead he would move on to a new point and a day or two later try again for improvement on what the students had previously failed to master.

The class should repeat in chorus after having listened carefully while the teacher models each breath group two or three times. If the repetition sounds satisfactory, the teacher should proceed to the next breath group; if not, the students should listen to the teacher as he models the same breath group two or three more times before attempting another repetition.

After this introduction with the teacher's voice, the recorded model should be used. If the students still have trouble repeating after the recorded model, the teacher should rewind the tape after each breath group so that the class may listen again. Where the students are having difficulty, it is much more helpful to go over each breath group five to ten times before moving on to the next than it is to go over the entire exercise from beginning to end the same number of times.

These repetitions may be easily obtained with the tape recorder either by using the rewind function or by depressing the stop button; and, using both hands simultaneously, rewind both reels manually the desired distance.

Once the students have become familiar with the passage, the breath groups should be lengthened. Following full class choral work the teacher could request repetitions from half the class or from a single row. This would facilitate detection of errors.

To add variety, the teacher should occasionally ask for a double repetition. The class, after hearing the model once, repeats twice. This forces them to remember the expression a little longer and is excellent for developing audio retention.

In breaking up long sentences into breath groups, it is best to rebuild the sentences from the end in this manner:

this game.
we have finished this game.
as soon as we have finished this game.
We are going to come home as soon as we have finished this game.

This is true because it is easier to observe natural rhythm and intonation patterns than it would be if the sentences were built up from the beginning.

Sentences should be broken only where a natural pause is possible. For instance, in the above sentence the following division would be incorrect:

finished this game.
as we have finished this game.
come home as soon as we have finished this game.

While these divisions may be theoretically possible, they would not be used in the type sentence given originally. As a result, the intonation for these breath groups would necessarily be different from that required for the original sentence.

In directing the activities of the class, the teacher should develop hand signals to keep the students moving at a rapid pace.

When a student has been asked to perform as an individual and makes a mistake or hesitates, the teacher should supply the correct answer and ask for a repetition from the student; then two or three questions later, he should come back to him again with the same question. This will impress on the student that hesitating or fumbling will not excuse him from reciting; also he will learn that when he has required the teacher's help, he is expected to profit by it and to be able to remember and give the correct answer subsequently. The class should not be required to wait while the teacher drags a correct answer out of an unprepared student. Language is not to be reasoned out or guessed at. It is a set of habits to be acquired. The student either knows or he does not. If he does not know the response automatically, the teacher should quickly help him and then move on to the next student.

Many questions require only a yes or no answer in normal conversation. To promote learning the structure, a teacher may sometimes require a complete answer. To provide naturalness, a yes or no answer should sometimes be permitted. A simple signal should indicate what answer is expected.

Did you go swimming yesterday?

Yes, or

Yes, I went swimming yesterday.

Pattern drill in the pre-reading phase should be kept simple, since a certain amount of explanation, if not grammatical analysis, must normally accompany pattern drill. The simple substitution form of pattern drill, such as the following, requires very little explanation and would be helpful in drilling basic structures.

I have a book.

pencil.

I have a pencil.

pen.

I have a pen.

For homework during the pre-reading phase, assignments may be given in books in English to give the students background information on the history, geography, and customs of the people whose language is being studied.

Students should not be encouraged to practice orally outside of class until they have achieved an acceptable degree of proficiency or unless they have a recorded model to imitate at home.

For more detailed help on the pre-reading phase consult: "Modern Foreign Languages in the High Schools, Pre-reading Instruction." Patricia O'Connor. Bulletin 1960, No. 9, OE 27000, Superintendent of Documents, U. S. Government Printing Office.

METHODOLOGY FOR THE ELEMENTARY LEVEL

Skills are developed only through practice. Whatever the techniques used, the student must practice to the point of mastery.

The first step is recognition or listening comprehension. To achieve this, the teacher should introduce each sentence with his own voice in short breath groups, saying each breath group several times at the slow end of the normal range of speed while the pupils listen. This should be followed by the same type of exercise using a recorded native voice as a model. The pupils should be encouraged to accept the recorded voice rather than the teacher's as the model to be imitated. After listening to the recorded voice several times for recognition, the pupils should attempt the second step—imitation. If their attempts at imitation indicate that they have not heard some of the foreign language sounds, the teacher should again model with his own voice, calling attention to what the pupils had failed to reproduce.

In the lower elementary grades, this is the essence of modern foreign language instruction: recognizing and imitating the model voice. Naturally, the pupils' imitations should consist of entire sentences as soon as they are able to memorize short but complete sentences.

Variety may be provided and interest developed by using filmstrips or slides, flash cards, movies, and other audio-visual aids which will indicate the situation in which the dialog the pupils are using would be appropriate.

It is important not to ask for individual responses before the pupil knows the dialog. Individual work before the class should be considered a reward for having learned the lesson well. Most of the practice must be obtained in choral work. There is not sufficient time to give pupils much individual practice.

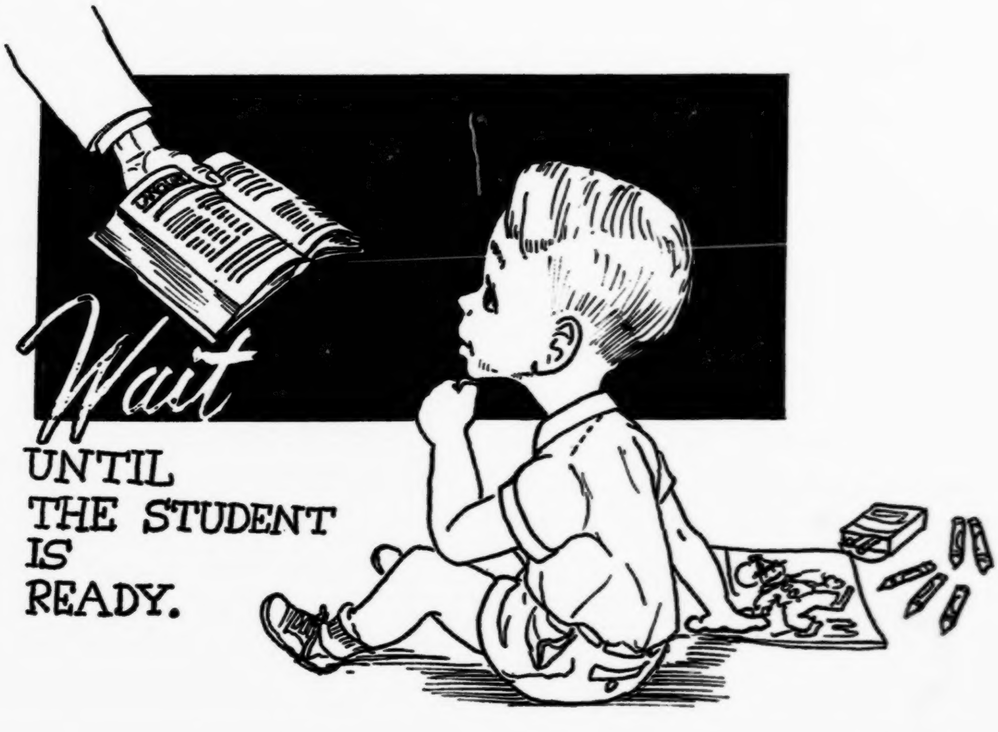
Spaced practice is more effective than intensive drill; it is better to work on a dialog for a few minutes each day for six to eight lessons than spend two or three entire lessons on it.

English should be kept to a minimum. However, it is better to use an occasional word or sentence in English than to leave the pupils in the dark as to the meaning of a foreign expression. Before beginning practice on the dialog, the teacher should be sure the pupils know what the situation is. Sometimes this may be done easily by acting and gestures. Sometimes it is preferable to give a brief summary in English.

With a heterogeneous group the teacher should not wait until they all have learned the dialog perfectly before going on to the next lesson. As soon as most of them can go through the dialog with only a little prompting from the teacher, it should be left for a week or more and then returned to occasionally for review.

Songs are helpful at all levels to teach pronunciation, intonation, and rhythm; and they are enjoyed by students at all levels. The pupils should be given the standard pronunciation of words which have been altered to suit the rhythm of the song. Games are helpful for motivation and for teaching useful expressions and listening comprehension. Games and songs, however, should not take up all the class time to the exclusion of dialogs, questions and answers, and commands.

Since normally little time is allotted to foreign language instruction in the elementary school, the teacher should concentrate on the oral skills. However, in the fifth and sixth grades, when the pupils manifest a strong interest in reading and writing the foreign language, a start may be made in teaching these skills, particularly the reading skill. Some pupils want very badly to learn to read. There is no harm in satisfying this desire, providing the material used is taken from that which has been mastered orally and providing also that not much time is taken from the teaching of the oral skills.



METHODOLOGY FOR THE SECONDARY LEVEL

In a conversation two skills are indispensable: understanding and speaking. The first involves the training of the ear to grasp from a stream of sounds, symbols that express the thoughts of the speaker; the second involves the lingual ability to respond. Both understanding and speaking are based on sound: the ability to record mentally and to reproduce the sound symbol. The practice of listening for comprehension has not received as wide approval as speaking, reading and writing because listening for comprehension is not a procedure in which the student is obviously active. Yet listening for comprehension is not a truly passive activity; it involves on the student's part an effort at:

1. Recognition of separate sound symbols.
2. Improvement of pronunciation by listening and comparing the native model with his own.
3. Remembering what was said and how it was said.
4. Understanding the meaning of what was said.

Comprehension is absolutely necessary as the basis for a good speaking skill. Conversation is not a monologue but a two-way activity; the speaker must understand what is being said before he can answer correctly.

Listening for comprehension should:

1. Enable the student to understand the speech of natives at normal speed.
2. Enable the student to understand the language with slight regional and individual variations.
3. Increase vocabulary by presenting a variety of words in context.
4. Review known structures and constantly work new but similar structures into a situation which the student understands.

The main objective in comprehension practice is listening and trying to understand what is being said. It is of the utmost importance that the student does not follow the written material while he is listening. If he does, it will become an exercise in reading. When it becomes necessary to consult the text, the sound should be turned off. The text should be closed before the sound is turned on again. Normally the student will show how well he understands what he hears by answering specific questions in the foreign language based on the material heard.

The following methods can be used both for practice in oral expression and for testing the degree of comprehension. The examples are given only to indicate the types of drill that may be used. In an actual teaching situation, the teacher would choose easier or more difficult sentences according to the level of his class. The amount of drill necessary would depend upon the difficulty and number of new constructions in the reading lesson. For any given lesson, the teacher would not attempt to use all the drill exercises shown below.

The student has listened to the following paragraph:

Depuis ma jeunesse j'aime beaucoup aller à la pêche. Je me souviens de la première fois, comme si ce n'était qu'hier. Une canne à pêche sur l'épaule, un petit morceau de pain dur pour le déjeuner dans ma poche droite, et comme amorce, un morceau de fromage sec dans ma poche gauche, je suis sorti de chez moi plus heureux que si j'avais gagné le premier lot de la grande loterie de Noël.

Desde muy joven me ha gustado ir de pesca. Me acuerdo, como si fuera ayer de la primera vez que con caña al hombro, un pedazo de pan pequeño y duro en el bolsillo derecho para el almuerzo y un trozo de queso duro en el bolsillo izquierdo para cebo, salí de casa más alegre que si me hubiese tocado el premio gordo en la lotería de Navidad.

1. True-false statements may be made by the teacher based on the paragraph.

(a) *Il est sorti une canne à pêche sur l'épaule.*

(b) *Le fromage sec était pour le déjeuner.*

(c) *Il avait gagné le premier lot de la grande loterie de Noël.*

(a) *A mí no me gusta ir de pesca.*

(b) *Llevaba el pan para cebo.*

(c) *El queso estaba duro.*

2. Short questions which are clear and specific so that the student will know exactly what is required may be asked. The student will answer in a complete sentence for construction, repetition of vocabulary, and mimicry of intonation.

(a) *Question: Est-ce que le pain était dur?*

Answer: Oui, le pain était dur.

(a) *Question: ¿ A dónde iba yo?*

Answer: Usted iba de pesca.

(b) *Question: Qu'est-ce qu'il avait comme amorce?*

Answer: Il avait un morceau de fromage comme amorce.

(c) *Question: Qu'est-ce qu'il avait sur l'épaule?*

Answer: Il avait une canne à pêche sur l'épaule.

(b) *Question: ¿ Dónde llevaba la caña?*

Answer: Llevaba la caña al hombro.

(c) *Question: ¿ Qué llevaba en el hombro?*

Answer: Llevaba la caña en el hombro.

3. Multiple choice statements may be based on the listening exercise.

(a) *Il aimait (manger du fromage sec) (aller à la pêche) (aller à pied).*

(b) *Il avait (un fusil) (une canne à pêche) (un veston) sur l'épaule.*

(a) *Me acuerdo, como si fuera ayer, de (un pedazo de pan,) (del bolsillo) (la primera vez que fui de pesca).*

(b) *Salí de casa muy alegre porque (me había tocado el premio gordo,) (iba de pesca) (llevaba la caña en el bolsillo).*

In the multiple choice exercises, the student must repeat the complete statement while giving the correct answer. Filling in blanks is not enough to establish good oral habits.

4. The student may be asked to give in the language a short summary of what he has heard.

5. The student can be asked to restate what he has heard in a different tense or from the viewpoint of a bystander who has heard the same thing.

Teaching the Speaking Skill:

The functional purpose of a language is to communicate ideas. In addition to memorizing dialogs and answers to questions on the reading lesson, oral work with pattern drill is an effective exercise in developing speaking ability. The main purpose of these drills is to set patterns of behavior by practice; i.e., to enable the student to acquire an automatic response to a given situation.

Pattern drills provide a series of examples consisting of a single grammatical structure. Although other elements of grammar will be present, the only element that should vary is the one being taught.

Before the pattern drills begin, the comprehension of the reading lesson should be complete.

The following are examples of different types of pattern drills based on the paragraph on page 28.

A. Analogy drills:

I. Reflexive

Teacher: Je me souviens de Jean-Pierre. Et vous?
Student: Moi aussi, je me souviens de Jean-Pierre.
Teacher: Il se souvient de mon ami. Et elle?
Student: Elle se souvient de votre ami.

I. Impersonal verb

Teacher: A mí me gusta pescar. ¿Y a usted?
Student: A mí me gusta pescar.
Teacher: A tí te gusta pescar. ¿Y a Juan?
Student: A Juan le gusta pescar.
Teacher: A Juan le gusta pescar. ¿Y a nosotros?
Student: A nosotros nos gusta pescar.

II. Irregular verbs

Teacher: Je vais à la pêche. Et lui?
Student: Lui aussi, il va à la pêche.
Teacher: Tu vas à la pêche. Et Jean et Joseph?
Student: Eux aussi, ils vont à la pêche.
Teacher: Ils vont à la pêche. Et toi?
Student: Moi aussi, je vais à la pêche.

II. Irregular verbs

Teacher: Yo voy de pesca. ¿Y él?
Student: El va de pesca.
Teacher: Tú vas de pesca. ¿Y Juan y José?
Student: Ellos van de pesca.
Teacher: Juan y José van de pesca. ¿Y nosotros?
Student: Nosotros vamos de pesca.

III. Change of tense

Teacher: Je suis sorti de chez moi hier. Et vous?
Student: Je sortirai de chez moi demain.
Teacher: Il est sorti de chez lui hier. Et nous?
Student: Nous sortirons de chez nous demain.

III. Change of tense

Teacher: Yo voy de pesca hoy. ¿Y él?
Student: El irá mañana.
Teacher: José fue de pesca ayer. ¿Y usted?
Student: Yo ya he ido.

IV. Comparison using *plus . . . que*

Teacher: Marie est heureuse. Et Louise?

Student: Louise est plus heureuse que Marie.

Teacher: Jean et Pierre sont heureux. Et toi?

Student: Moi, je suis plus heureux qu'eux.

V. Comparison using *aussi . . . que*

Teacher: Jean a un petit morceau de pain. Et Joseph?

Student: Joseph a un morceau de pain aussi petit que celui de Jean.

Teacher: Nous avons de petits Morceaux de pain. Et Joseph et Jean?

Student: Ils ont des morceaux de pain aussi petits que les nôtres.

VI. Comparison using *autant . . . que*

Teacher: J'ai du fromage. Et Joseph?

Student: Joseph a autant de fromage que vous.

Teacher: Nous avons du fromage. Et Joseph et Pierre?

Student: Ils ont autant de fromage que nous.

V. Comparison using *plus*

Teacher: J'ai du pain sec. Et Joseph?

Student: Joseph a du pain plus sec.

IV. Comparison using *más . . . que*

Teacher: Juan está alegre. ¿Y Pepe?

Student: Pepe está más alegre que Juan.

Teacher: Juan y Pepe están alegres. ¿Y nosotros?

Student: Nosotros estamos más alegres que Juan y Pepe.

V. Comparison using *tan . . . como*

Teacher: Juan tiene un pedazo de pan pequeño. ¿Y Pepe?

Student: Pepe tiene un pedazo de pan tan pequeño como Juan.

Teacher: Pepe y Juan tienen pedazos de pan pequeños. ¿Y ellos?

Student: Ellos tienen pedazos de pan tan pequeños como Pepe y Juan.

VI. Comparison using *tanto . . . como*

Teacher: Yo tengo queso. ¿Y Pepe?

Student: Pepe tiene tanto queso como usted.

Teacher: Ellos tienen queso. ¿Y nosotros?

Student: Nosotros tenemos tanto queso como ellos.

V. Comparison using *más*

Teacher: Yo tengo pan duro. ¿Y Pepe?

Student: Pepe tiene pan más duro.

After most of the class has achieved some degree of mastery of the material by means of pattern drills, new devices should be used to vary the activity and to assist in complete mastery.

I. Using direct dialog:

The teacher asks a student to tell another student the contents of the material being studied.

a. *Dites à Pierre que vous avez un morceau de pain.*
Pierre, j'ai un morceau de pain.

b. *Dites à Jean que Pierre a une canne à pêche.*
Jean, Pierre a une canne à pêche.

a. *Dile a Pepe que usted tiene un pedazo de pan.*
Pepe, yo tengo un pedazo de pan.

b. *Dile a Juan que yo tengo el cebo.*
Juan, él tiene el cebo.

II. Words from the paragraph on page 28 are given, with which sentences may be constructed.

Teacher: J'avais, canne, épaule
Student: J'avais une canne à pêche sur l'épaule.
Teacher: Jeunesse, aimer, pêche
Student: Depuis ma jeunesse j'aime beaucoup aller à la pêche.

Teacher: Navidad, premio gordo, loteria, tocar.
Student: Me hubiese tocado el premio gordo en la loteria de Navidad. or: Me tocó el premio gordo en la loteria de Navidad.

III. Completing sentences by using clues:

Teacher: Depuis ma jeunesse j'aime beaucoup ________.
Student: Depuis ma jeunesse j'aime beaucoup aller à la pêche.

Teacher: Depuis ma jeunesse ________.
Student: Depuis ma jeunesse j'aime beaucoup aller à la pêche.

Teacher: Llevaba el pan en el bolsillo ________.
Student: Llevaba el pan en el bolsillo izquierdo.
Teacher: Llevaba el pan en el ________.
Student: Llevaba el pan en el bolsillo izquierdo.

Teacher: Llevaba el ________.
Student: Llevaba el pan en el bolsillo izquierdo.

Using the principles of methodology given above, the following pattern drills may be used in textbook adaptation to the oral approach. While textbooks differ, it is reasonably safe to say that most of them fail to give a sufficient number of examples of grammatical drill. The teacher must supply additional examples. In doing this, he should distinguish between presentation drill and practice drill.

The presentation drill is used to introduce the new structure and, therefore, should be quite simple. The most simple is merely a repetition of a given structure, and may be used to introduce any point of grammar.

Teacher: Donnez-moi le livre.	*Teacher: Deme usted el libro.*
Student: Donnez-moi le livre.	*Student: Deme usted el libro.*

Another form of repetition drill may be used:

Teacher: Je bois du café. Marie, dites-moi que vous buvez du café.	*Teacher: Yo tomo café. María, dígame usted que toma café.*
Student: Je bois du café.	*Student: Yo tomo café.*

The repetition drill may also be used with a question:

Teacher: Nous allons acheter du pain. Jean, qu'est-ce vous allez acheter?	*Teacher: Nosotros vamos a comprar pan. Juan, ¿ qué va usted a comprar?*
Student: Nous allons acheter du pain.	*Student: Nosotros vamos a comprar pan.*

A simple substitution drill may also be used to present most forms of grammar.

Teacher: Il a vu le chien. (le chat.)	*Teacher: El ha visto el perro (el gato.)*
Student: Il a vu le chat.	*Student: El ha visto el gato.*

After the structure has been presented, it should be practiced. In practice, slightly more difficult drills should be used. Some examples of sentence modification, transformation, or mutation drills, replacement or substitution drills, integration drills, and progressive substitution drills and their uses are given below.

In preparing these drills, several basic principles should be kept in mind. Each point of structure should be introduced with a repetition drill then practiced with one or more of the types of drills listed below. A sufficient number of examples should be given so that the pupils know exactly what to do before they begin to practice by themselves.

In the practice phase of the drill, a sufficient number of examples should be given so that the structure being covered is overlearned. This number will vary with the structure but will hardly ever be less than ten or twelve. Each particular drill should be gone over several times and should be reviewed in subsequent lessons. It would be better, for instance, to cover a drill three times on Monday, twice on Wednesday, and once on Friday than six times on Monday.

Only one point should be emphasized in each drill. The drill should contain as much of the text material as possible. This means situational and cultural content as well as vocabulary, grammar, and model sentences. New vocabulary should be introduced before the presentation drill is begun.

Students should be given sufficient drill in one form of a structural item before going on to the next. This is important for competing structures; for instance, in studying verbs in French that take *à, de,* or no preposition, they should be well drilled on *à* before going on to *de* and then to verbs that do not take a preposition. A final step would be to develop a drill mixing all three forms. Also, in working with such structures, it is especially important not to vary the rest of the sentence. For instance, if the first sentence was *Nous commençons à étudier le français* and the next sentence was *Nous voulons lire le français,* the student would not know whether the *à* was dropped because of the verb *vouloir* or the verb *lire*. However with a change from *Nous commençons à étudier le français* to *Nous voulons étudier le français* it would be obvious that the *à* was dropped because of the verb *vouloir.*

In conducting the drills, if the vocabulary and the situational content are familiar, it should not be necessary to give the students access to the drill in written form. If they are not sure of the pronunciation and intonation, it would be wise to go through the drill in chorus. If there is any doubt about their understanding the meaning of any sentences, the teacher should ask for a free translation; or, in an advanced class, ask a question in the target language, the answer to which would indicate whether or not the student understood the sentence.

The replacement or substitution drill is a form of the transformation or mutation drill and may be used to drill some of the following points of grammar.

Direct pronoun objects

Teacher: Je prends le crayon.	*Teacher: Tomo el lapiz.*
Student: Je le prends.	*Student: Lo tomo.*

Indirect pronouns objects

Teacher: Je donne le livre à Jean.	*Teacher: Le doy el libro a Juan.*
Student: Je lui donne le livre.	*Student: Le doy el libro.*

Direct and indirect pronoun objects

Teacher: Je donne le livre à Jean.	*Teacher: Le doy el libro a Juan.*
Student: Je le lui donne.	*Student: Se lo doy.*

Adverbial pronouns *En* and *Y*

Teacher: Nous buvons de la bière.
Student: Nous en buvons.
Teacher: Je vais a la maison.
Student: J'y vais.

Disjunctive pronouns

Teacher: Jean va au cinéma avec Henri.	*Teacher: Juan va al cine con Enrique.*
Student: Jean va au cinéma avec lui.	*Student: Juan va con él.*

Demonstrative pronouns

Teacher: Je veux ce chapeau-là.	*Teacher: Veo ese sombrero.*
Student: Je veux celui-là.	*Student: Veo ése.*

Demonstratives before relatives

Teacher: Voilà le vélo que j'ai acheté.	*Teacher: Allí está el velo que compré.*
Student: Voilà celui que j'ai acheté.	*Student: Allí está el que compré.*

Possessive pronouns

Teacher: Tu as le tien.	*Teacher: Tú tienes el tuyo.*
Student: Vous avez le vôtre.	*Student: Usted tiene el suyo.*

Possessive adjectives

Teacher: C'est mon frère.	*Teacher: Es mi hermano.*
Students: Ce sont mes frères.	*Student: Son mis hermanos.*

Alternate form of demonstrative adjective

Teacher: J'aime bien cette plume-là.	*Teacher: Me gusta mucho aquella pluma.*
Student: J'aime bien cette plume-ci.	*Student: Me gusta mucho esta pluma.*

Disjunctives before relatives

Teacher: C'est Henri qui ouvre la fenêtre.	*Teacher: Es Enrique el que abre la ventana.*
Student: C'est lui qui ouvre la fenêtre.	*Student: Es el que abre la ventana.*

Integration drills—use of *qui, que, dont:*	Integration drills—use of *que, de quien, a quien:*
Teacher: Voici la jeune fille. Elle va jouer avec Marie.	*Teacher: Aquí está la joven. Va a jugar con María.*
Student: Voici la jeune fille qui va jouer avec Marie.	*Student: Aquí está la joven que va a jugar con María.*
Teacher: Je vous donne le crayon. Je viens d'acheter le crayon.	*Teacher: Le doy el lápiz. Acabo de comprar el lápiz.*
Student: Je vous donne le crayon que je viens d'acheter.	*Student: Le doy el lápiz que acabo de comprar.*
Teacher: Voilà la jeune fille. Il vous a parlé d'elle.	*Teacher: Allí está la joven. El le ha hablado de ella.*
Student: Voilà la jeune fille dont il vous a parlé.	*Student: Allí está la joven, de quien el le ha hablado.*
	Teacher: Allí está el joven. Le hemos hablado al joven.
	Student: Allí está el joven a quien hemos hablado.

Use of *parce que, à cause de, depuis que, quand:*	Use of *porque, a causa de, desde que, cuando:*
Teacher: Il a manqué le rendez-vous. Il était en retard. (parce que)	*Teacher: Faltó a la cita. Llegó tarde. (porque)*
Student: Il a manqué le rendezvous parce qu'il était en retard.	*Student: Faltó a la cita porque llegó tarde.*
Teacher: Nous ne pouvons pas y aller. Il fait mauvais.	*Teacher: No podemos ir allá. Acausa del mal tiempo. (acausa de)*
Student: Nous ne pouvons pas y aller à cause du mauvais temps.	*Student: No podemos ir allá a causa del mal tiempo.*
Teacher: Vous êtes à l'école. Vous devez étudier. (quand)	*Teacher: Usted está en la escuela, usted debe estudiar. (cuando)*
Student: Quand vous êtes à l'école vous devez étudier.	*Student: Cuando usted está en la escuela, debe estudiar.*
Teacher: J'ai commencé à lire. J'ai beaucoup appris. (depuis que).	*Teacher: He empezado a leer. He aprendido mucho. (desde que).*
Student: Depuis que j'ai commencé à lire j'ai beaucoup appris.	*Student: Desde que he empezado a leer, he aprendido mucho.*

The fixed increment drill consists of a fragmentary stimulus and a fixed increment to be combined with it. It is particularly useful for drilling the subjunctive and the use of prepositions with verbs.

Teacher: Je fais mes devoirs Il faut que
Student: Il faut que je fasse mes devoirs.
Teacher: Etudier le français Nous commençons
Student: Nous commençons à étudier le français.
Teacher: Etudier le français Il néglige
Student: Il néglige d'étudier le français.
Teacher: Etudier le français Elle veut
Student: Elle veut étudier le français.

Teacher: Hago mis ejercicios. Es preciso que
Student: Es preciso que haga mis ejercicios.
Teacher: Estudiar el español Empezamos a
Student: Empezamos a estudiar el español.
Teacher: Estudiar el español El se descuida
Student: El se descuida de estudiar el español.
Teacher: Estudiar el español Ella quiere
Student: Ella quiere estudiar el español.

For a change of pace or for a review, a progressive substitution drill is good.

Teacher: Je vais voir ma mère (mon père).
Student: Je vais voir mon père.
Teacher: Chercher.
Student: Je vais chercher mon père.
Teacher: Il
Student: Il va chercher mon père.
*Teacher: Charles**
Student: Il va chercher Charles.
Teacher: Nous
Student: Nous allons chercher Charles.
Teacher: Visiter
Student: Nous allons visiter Charles.

Teacher: Voy a ver a mi madre. (mi padre).
Student: Voy a ver a mi padre.
Teacher: Buscar.
Student: Voy a buscar a mi padre.
Teacher: El
Student: Va a buscar a mi padre.
*Teacher: Carlos**
Student: Va a buscar a Carlos.
Teacher: Nosotros
Student: Vamos a buscar a Carlos.
Teacher: Visitar
Student: Vamos a visitar a Carlos.

The transformation (mutation or sentence modification) drill is easy to handle once the pattern has been understood and will provide drill on most points of grammar.

Change to negative

Teacher: J'ai un livre.
Student: Je n'ai pas de livre.

Teacher: Tengo un libro.
Student: No tengo libro.

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* If *Charles* or *Carlos* is used as the subject, the exercise could be adjusted accordingly.

Change to interrogative

Teacher: Il voit son ami.
Student: Voit-il son ami?

Teacher: Ve a su amigo.
Teacher: ¿Ve a su amigo?

Person to person

Teacher: Il veut du lait.
Student: Ils veulent du lait.

Teacher: Quiere leche.
Student: Quieren leche.

Tense

Teacher: Nous buvons du vin.
Student: Nous avons bu du vin.

Teacher: Tomamos vino.
Student: Hemos tomado vino.

Transformation Drills for Special Purposes

An example of a structure in French that gives students a great deal of difficulty is the partitive. Once the students have been introduced to the partitive with presentation drills, the transformation drill is useful for providing overlearning.

Change of person with affirmative

T: J'ai du café. Il
S: Il a du café.
T: Vous
S: Vous avez du café.

Change of person with the negative

T: Je n'ai pas de café. Il
S: Il n'a pas de café
T: Vous
S: Vous n'avez pas de café.

Similar examples could be given for the feminine and the plural. Change from affirmative to negative and negative to affirmative.

T: Il a du café.
S: Il n'a pas de café.

Transformation drills are especially useful for learning complex structures. For example, the pattern established with *gustar* is a complex Spanish structure which presents difficulties to a speaker of English and also clashes with the common structure in which the verb of a sentence agrees with the subject in number, since *gustar* requires agreement with the object. Whether this construction is explained to the student or not, it must be made the object of a special drill. The initial step in such a drill is to have the students repeat a sentence using *gustar:*

A mi me gusta el pan duro.
A ellos les gusta el pan duro.
A ella le gusta el pan duro.
A usted le gusta el pan duro.
A mi me gustan los panes duros.
A nosotros nos gustan los panes duros.

After the sentences have been drilled as above, the pattern may be reinforced by the use of analogy drill and by simple transfor-

T: Vous n'avez pas de café.
S: Vous avez du café.
T: Avez-vous du café?
S: N'avez-vous pas de café?

Learning could be further reinforced with the progressive substitution-type drill given on page 37.

mation drills which require only one change. These drills should be used extensively.

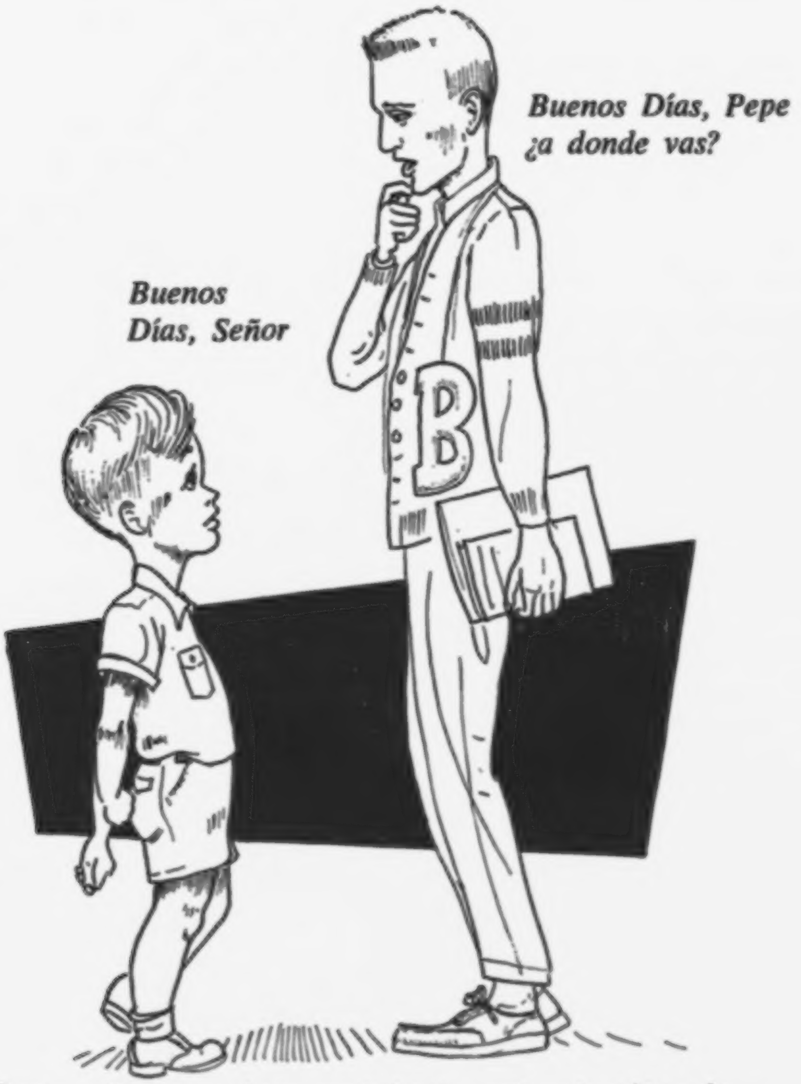
A José le gusta el pan duro. ¿Le gusta a José el pan duro?

This exercise can be followed by expansion drills by adding a new element, as *muchísimo, algunas veces,* etc., or by making the patterns negative.

A José le gusta el pan duro muchísimo.
A José no le gusta el pan duro.

LEVELS

In 1956, after three years of study, the Modern Language Association in an official policy statement approved the FLES (Foreign Language in the Elementary School) movement. It recognized the need for longer sequences and the psychological advantages of beginning foreign language instruction on the elementary school level, but warned that no new venture in American education could be successful without the wholehearted support of the community, administrators, and teachers; nor could a new venture be successful without properly prepared teachers and suitable material.


Buenos Días, Pepe ¿a donde vas?
Buenos Días, Señor
B

Foreign language study must begin early and continue long

In 1961, because of the experience of the intervening years, the MLA felt the need to reissue its statement of 1956 with renewed emphasis on the need for a FLES program to be an integral and serious part of the school day with articulation through grade 12 based on a planned sequence of appropriate teaching material. Renewed emphasis was also placed on the need for adequately prepared classroom teachers working under the close supervision and guidance of a foreign language specialist.

The curriculum guide committee recognizes the solid wisdom of the Modern Language Association cautions listed above but feels that a strict observance of all of these cautions would hold back the FLES movement in West Virginia. Where there is not sufficient community and administrative support to initiate a FLES program as an integral part of the regular school day, we do feel that one or two volunteer classes well taught by an enthusiastic teacher outside of school hours can be useful in building up support. Once a small beginning has been made, emphasis should be on getting the program accepted as an official part of the curriculum rather than increasing the coverage on a volunteer basis.

Some school systems in West Virginia have the interest and resources to support an eight-to-ten-year sequence at the present time. Many, however, do not feel that they can possibly offer more than six years. All schools now offering two or three years of a modern foreign language should immediately make a serious effort to begin instruction in grade nine, thus offering four levels. Most of the senior high schools at present not offering a modern foreign language might be well advised to begin with the tenth grade and to build a three-year sequence before moving back to the ninth.

Recognizing the different stages of development in modern foreign language instruction of the schools in West Virginia, the committee has drawn up suggestions for methods and structures for sequences covering from three to six levels. These suggestions are to be read in relation to the sections on philosophy, objectives, nature of language, and methodology which precede and are basic to them. The listing of structures is given only as a guideline, with the realization that a teacher will frequently want to include a structure listed for a higher level in order to profitably use a dialog in which the structure is included, or because the text he is following presents the structure in advance of the listing given here.

The table below is given for a quick reference to grade and level:

Level	Grade	Page	Grade	Page	Grade	Page	Grade	Page
I	3,4,5,6	43	7,8	61	9	63	10	63
II	7,8	45	9	61	10	63	11	64
III	9	50	10	62	11	64	12	64
IV	10	54	11	62	12	64		
V	11	57	12	63				
VI	12	60						

These structures have been taken from the New York State curriculum guides for French and Spanish on the secondary level, with a few minor changes. For instance, in the New York guides Level I is listed for grade 7 and Level II for grade 8. In our guide we have grouped grades 3-6 for Level I and grades 7 and 8 for Level II.

We have listed no structures to be taught for Level I in the 3-6 grades. However, those who have the opportunity to study a modern foreign language on the elementary level would in the seventh grade complete the first half of the structures listed for Level II in grades 7 and 8 more quickly than those who began in grade 7, and could, toward the end of the seventh grade, begin to work with the second half of the structures listed for Level II in grades 7 and 8. Those who begin work with French or Spanish in the seventh grade would cover the first section of the structures listed on page 45 in the seventh grade and the second section in the eighth grade. This would correspond to the suggestion for the New York schools in the New York French and Spanish curriculum guides.

A number in parenthesis after an item in the following structures refers to the notes on pages 65-72.

L, for limited, after an item indicates that only a few structures using this item would be selected for active (speaking) mastery. Reading skill would be developed without regard to this limitation. S*, for speaking, after an item indicates that the students should acquire audio-lingual competency with structures using this item. S, without the asterisk, indicates that only the more able students should be expected to attain audio-lingual mastery of structures using these items. F, for functional, after an item indicates that a grammatical analysis is not recommended even after the patterns have been mastered. R, for reading, after an item indicates that it is to be learned only for the reading skill.

We are using the term *Level* I or II instead of year I or II because of the difference in age at which the student may begin the language. Thus, in grade school, Level I may include from grade 3 upward through grade 6; or beginning at a later age, it may include grades 7 and 8; in high school, it would cover only one year. Although the basic goals and procedures for Level I would be similar at all age levels, there would naturally be changes in presentation and expected achievement to correspond to the age group concerned.

Level I—Grades 3, 4, 5, and 6

Until about the age of 11 a child is able to learn a language without analysis and questioning of the forms used. He is less inhibited and self-conscious and also has a greater facility for imitation. In order to adapt to the pupil's nature at this age, the first level beginning in grades 3-6 should consist of listening, speaking, singing, and learning a little of the culture of the country. In participating in these activities, the pupil will be mastering the essentials of structure and pronunciation.

In grades 5 and 6, when the pupils show a keen interest in reading, they may be permitted to read what they have already learned to understand and say. However, there should be no effort to push reading ability beyond understanding and speaking.

Most of the instructional program should be built around conversation. This can be done through the use of questions and answers, simple dialogs, dramatization, choral speaking, and chain drill. All of these should be centered around the pupil's everyday life, starting with the usual greetings, singing, life in the classroom, the family, the home, and pets. The conversation will contain:

1. Usual greetings.
2. Name and age.
3. Conversation built around the classroom using simple expressions such as:

Où est?	*¿Dónde está?*
*Montre-moi.**	*Enséñeme*
Qu'est-ce que c'est?	*¿De quién es?*
Voici.	
Voilà.	*Ahí.*
Ouvre.	*Abran.*
Ferme.	*Cierren.*
Compte.	*Cuenten.*
Combien?	*¿Qué te llamas?*
Comment t'appelles-tu?	

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* The pupil should learn to use the formal expression when talking to an adult.

4. Conversation built around the home, family, and pets.
5. Colors.
6. Numbers (1-100 and addition and subtraction;
   1-20 and division and multiplication).
7. Days of the week.
8. Months.
9. Parts of the body.
10. Simple expressions of weather.

UNO
DOS
TRES
JANVIER

11. Time (on the hour).
12. Clothing.
13. Telling where things are, using *sur, dans,* etc., in sentences.
14. Simple descriptive adjectives.

REFERENCES

Keesee, Elizabeth, "Modern Foreign Languages in the Elementary School: Teaching Techniques," U.S. Department of Health, Education and Welfare, Office of Education. Bulletin 1960, No. 29, OE-27007, Washington, U.S. Government Printing Office, 1960, 65 pp. (45 cents).

Anderson, Theodore, *The Teaching of Foreign Languages in the Elementary School,* Heath. 126 pp. ($1.75).

Level II—Grades 7 and 8

	7	8
Listening - Speaking	80%	80%
Reading	15%	15%
Writing	5%	5%

The time divisions include only work in class; no homework should be assigned below the ninth grade. The amount of time devoted to each phase will vary throughout the year. It is not expected that a teacher will divide each class period according to the percentages given; they are intended only as a guide on a weekly or unit basis. The student should spend the greatest part of his time listening and speaking—two skills which carry over to reading and writing. During the pre-reading phase all the material is presented orally by the teacher or from tapes and records. The student must listen, repeat, understand, and learn the material presented in dialog or narrative form. Pattern drills familiarize him with the principles involved. In this way he will be learning the foreign language without relating it to English. When reading and writing are introduced, the material should be that which has been covered in class and is thoroughly familiar to the student, since the object is to understand what is read without translating.

Soon after reading, writing is introduced. At first, writing should consist only of copying what has been read. Routine copying, however, should not be overdone. Dictations should be based on material already mastered orally. Toward the end of the level, students may be expected to do writing which would involve making substitutions or transformations in drill patterns they have already learned orally.

Level II

Grades 7 and 8

STRUCTURES

French

- Articles
  - Definite
  - Indefinite
  - Contraction with *à, de*
  - Contraction with *de* to show possession
  - Omission with *cent*
- Numerals
  - Cardinals 1-500
  - Ordinals 1-10
- Nouns
  - Gender
  - Number
  - Formation of regular plurals
- Pronouns
  - Subject and *ce*
  - Single direct or indirect object with affirmative imperative (F)*
  - Interrogatives (F) (2)
  - Direct object
    - *le, la, les, en* before verbs
  - Disjunctives:
    - to emphasize possession *(mon livre à moi,* etc.)
    - with compound subject
  - Demonstratives
    - *ça, ceci, cela, celui de* (3)
- Adjectives
  - Agreement and position
  - Formation of regular feminines
  - Possessives
  - Demonstratives:
    - *ce, cet, cette, ces,*
    - *ce livre-ci, ce livre-là* etc.

Spanish

- Articles
  - Definite
  - Indefinite
  - Contraction with *a* and *de*
  - Functional uses
    - with titles and classifying nouns (1)*
    - with clothing and parts of the body, as needed (2)
  - Omission with
    - languages after *hablar* (F)
- Numbers
  - Cardinals 1-100
- Nouns
  - Number
  - Gender
  - Use of *de* for possession
  - Use of personal *a*
- Pronouns
  - Subject
  - Indirect object
  - Direct object
  - Interrogatives (F)
    - *Quién (es), qué*
    - *A quién (es), de quién (es)*
    - *Cuál (es)* with *ser*
- Adjectives
  - Number and gender
  - Simple position
  - Exclamatory and interrogative *qué* (F)
  - Possessives L

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*The numbers and letters in parenthesis refer to the notes on page 65 for French and on page 68 for Spanish.

- Regular comparison (5)
- Interrogative
  - *quel,* etc. (F)

Adverbs
- Frequently used adverbs as vocabulary, including *bien, mal* and *seulement* as they occur.
- Interrogatives as needed

Negatives
- *ne. . .pas*

Verb Structures
- First conjugation
- Common irregular verbs
- Affirmative declarative
- Negative declarative
- Interrogative
- Negative interrogative
- Use of *est-ce que* for interrogative (8)
- Omission of *tu* forms (optional)
- Some reflexives (F)
- Two imperatives
- Use of *voilà* and *il y a*
- *Aller* + infinitive
- *Vouloir* + infinitive
- Common idioms with *avoir* and *faire* (as needed)
- Functional use of any verb needed for classroom routines
- Conditional of courtesy of *vouloir* (F)

Irregular Verbs
- *être*
- *avoir*
- *faire*
- *dire*
- *aller*
- *voir*
- *vouloir*
- *prendre*
- *mettre*
- *ouvrir* (F)

Adverbs
- Interrogatives (7)
  - as needed only
- Common adverbs as vocabulary as needed

Negatives
- Position of *no*

Verb Structures
- Omit *vosotros* form (8)
- Regular verbs
  - First conjugation (choice)
  - Second and third conjugation as needed (9)
- *Ir a* plus infinitive
- Commands (F) (13)
- *Estar* for health and location
- Use of *Hay*
- Use of *gustar* (L)
- Idioms with *tener* and *hacer* as needed
- *Quisiera* (F)
- Tag questions (14)

Irregular Verbs
- *ser*
- *estar*
- *decir*
- *hacer*
- *ir*
- *tener*
- *dar*
- *poner*
- *querer*
- Functionally, any verb needed for classroom routines

- *lever* (F)
- *s'appeler* (F)
- *s'asseoir* (F)

Tenses
- *présent*

Articles
- Partitive
- Simple partitive
  - with affirmative
  - with negative
- Use with
  - parts of body and clothing as needed
  - parts of the day
- Omission with *mille*

Numerals
- Cardinals to 1,000
- Ordinals 11-20

Nouns
- Irregular plurals as needed (1)

Pronouns
- Single direct object, complete
- Single indirect objects
- Simple use of *y*
- Interrogatives *qui, qu'est-ce qui, qu'est-ce que, quoi, (que)* (2)
- Interrogatives: *lequel,* etc. (F)
- Demonstratives: *celui-ci, celui-là,* etc.
- Disjunctives
  - For emphasis with indirect object *(tu me donne à moi)*
    - After prepositions (L)
    - After *que* in comparisons

Adjectives
- Irregular feminines, as they occur (4)
- Irregular comparison (6)
- Second masculine singular in special expressions (12)
- Interrogatives: *quel, quelle,* etc.

Tenses
- *Presente*

Articles
- Omission
  - with nationality and profession (F)
  - with parts of the body and clothing
  - with titles and classifying nouns (L) I
- Use with days, months, seasons,
  - and time expressions, as needed, (F)
  - with nouns of weight and measure (F)

Pronouns
- Single direct object with verbs and complementary infinitives (3)
- Interrogatives
  - *Quién(es), qué*
  - *A quién(es), de quién(es)*

Adjectives
- Common limiting adjectives (4)
- Common descriptive adjectives
- Apocopation (5)
- Possessive (complete)
- Demonstratives (6)

Adverbs
- Common adverbs as vocabulary (continued)
- Interrogatives (7)

Negatives
- *no . . .nada*

Verb Structures
- Regular verbs
  - First conjugation (continued)
  - Second conjugation and
  - Third conjugation (9)
- Regular present participles
- Preterites of irregular verbs (L)

- Adverbs
  - Regular comparison
  - Use of *donc* with imperatives
- *Il y a* (ago)

- Negatives
  - *ne . . .jamais*

- Verb Structures
  - Verbs of second and third conjugations as needed (7)
  - Common irregulars (see list)
  - Include *tu* forms
  - Reflexives in present tense
  - *Pour* plus infinitive
  - Orthographic changing as needed (F) (viz., *acheter)*
  - Three imperatives
  - *Savoir, pouvoir* (present) + infinitives
  - *Il faut* + infinitive
  - Common idioms with *faire* and *avoir* (continued) (9)
  - Irregular verbs, previously listed, in new tenses

- Irregular Verbs
  - *venir*
  - *lire*
  - *pouvoir*
  - *savoir*
  - *écrire*
  - *rentrer*
  - *sortir*
  - *plaire* (third person with indirect object, present only)
  - *manger*
  - *boire*
  - *ouvrir*

- Tenses
  - *présent*
  - *passé composé*
  - *futur* (L)

  - Radical changing verbs as needed (10)
  - Complementary infinitive (11)
- *Tener que* plus infinitive
  - *Para* plus infinitive
  - Simple reflexives (12)
  - Principal uses of *ser* and *estar*
- Use of *había*
  - Additional idioms with *tener* and *hacer*
  - Individual forms of the future as needed (F)
  - *Gustar* in the preterite
  - Verbs previously studied in new tenses
  - Sentence structure: Word order in questions

- Irregular Verbs
  - *poder*
  - *saber*
  - *oir*
  - *ver*
  - *salir*
  - *leer*
  - *conocer* (F)
  - *sentarse* (F)

- Tenses
  - *presente*
  - *pretérito*
    - *verbos regulares*
    - *verbos irregulares* (L)
  - *gerundio* (L)

Level III

Grade 9

Listening - Speaking	70%
Reading	20%
Writing	10%

The emphasis continues on the oral aspects of the foreign language. However, during Level III, the student may read on his own what he has not heard aloud. Reading at this level should give the student a good background of basic information on the history and geography of the country. Pattern practice for review and learning new structural forms continues.

Reading material should be kept simple. It would be more beneficial as well as more interesting for the students to read three or four pages of easy material in the same length of time it would take to read one page of difficult material. There must be a preparation for that which is to be read in order that the material will hold interest in addition to developing reading skills. The teacher may wish to paraphrase the material simply in the target language. During the reading of the story, frequent questioning reveals the student's understanding of the work he is reading. Translating should be avoided since it hinders spontaneous reading and destroys all the previous efforts at encouraging the student to think in the foreign language.

The techniques for writing carry over from Level II. Controlled activities which were introduced toward the end of Level II, such as rewriting sentences to vary structure, rewriting a paragraph in a different person or tense, changing a dialog to a story or story to a dialog, summarizing (using expressions selected from the passage) may now be increased in difficulty. Homework assignments in reading and writing may be given.

Level III

Grade 9

STRUCTURES

French

Articles
  Partitives
    with preceding adjective (10)
    with adverb and noun of quantity

Spanish

Articles
  Plural of indefinites
  Article with nouns of Greek origin *(el programa, el mapa)*

Use with
- nouns of weight and measure
- nouns in a general sense
- certain expressions of time *(l'année prochaine,* etc.)
- some common place names (L)

Omission
- with *quel* as an exclamation
- names of language after *parler* and *en*
- unmodified predicate nouns of nationality, profession, etc.

Numerals
- Cardinals: from 1,000
- Ordinals: from 21

Nouns
- Irregular plurals (complete)

Pronouns
- Double object
  - Before verbs and complementary infinitives except for combinations including *y* or *en* (R, 11)
  - Use after verb is optional
- Relatives
  - *qui, que, où*
  - *ce qui, ce que, quoi* (R, 11)
  - *lequel, dont* (R, 11)
- Demonstratives
  - *celui qui, celui que*
- Indefinites
  - *on, chacun, quelqu'un, quelque chose, tout* and variations, *rien*
  - Indefinite adjectives used as pronouns
- Disjunctives
  - After *c'est,* etc. *(c'est moi qui,* etc.)

Omission in identification
- with a class (15)
- languages after *en, de*
- after *ser* with days

Use with
- days, months, seasons
- time expressions *(el año pasado)*
- common geographical terms as needed
- nouns of weight and measure

Nouns
- Diminutives, as needed

Pronouns
- *Uno* plus objective
- Demonstratives
- Double objects (16)
- Prepositional
  - After common prepositions
  - For stress to repeat indirect object (17)
- Redundant use of indirect object (18)
- Relatives
  - *que, quien(es),* etc. *cuyo* (R)
- Interrogatives
  - *cuál(es)*
- Indefinites
  - *algo, alguien, todo*

Adjectives
- As a noun with the article
- Agreement with nouns of different genders
- Special possessives (19)
- Nominalized adjectives (lo bueno)
- Adjectival use of the present particle (R)
- Comparison:
  - Comparisons of equality and inequality (L)
    - Regular

- With compounds *(moi-même,* etc.)
- To emphasize subject (L)
- Used alone

Adjectives
- Complete irregular feminines
- Use as needed
- Use of past participle as adjective with *être*
- Indefinites *(plusieurs, chaque, tout, quelque(s), même, autre,* etc.)

Adverbs
- Formation from feminine regular)
- Irregular comparison (13)

Negatives
- *ne . . . plus*
- *ne . . . rien*
- *ne . . . personne* (R, 11)
- *ne . . . que* (R, 11)

Prepositions
- With common place names (L)
- Before infinitives *(avant de partir,* etc.) (L)
- *à, de* or no preposition before complementary infinitives (L)
- *à,* or *de* after adjectives before complementary infinitive (L)

Verb Structures
- Complete second and third conjugations. Use as needed.
- Orthographical changing verbs (14) (L) *(emmener, amener, enlever, ranger,* etc.)
- Reflexives in new tenses, as needed (15)
- *Devoir* + infinitive
- *Il me faut* (present) + noun
- *Etre en train de* + infinitive (L)
- *Venir de* (present) + infinitive

- Irregular (L) (20)
- Some superlatives (21)

Adverbs
- Formation of regular adverbs

Negatives
- *no . . . nunca ni* (yo) . . . *tampoco*
- *no . . . nadie no . . . tampoco*

Prepositions
- Distinctive uses of *por* and *para* (22)
- *Que* and *de* in comparison
- Use of *de* after nouns and adjectives
- before infinitives (F) (L)

Verb Structures
- Second and Third Conjugation (complete) use as needed
- Imperfect progressive (L)
- Imperfect vs. preterite
- Present subjunctive in noun clauses (23)
- Indirect command, first person plural
- Irregular present participles
- Past participles (R)
- Present with future meaning
- Idiomatic use of the present (24)
- Dative Reflexives (25)
- Reflexive used for passive (5)
- Direct commands *(tú, Vd., Vds.)*

Al plus infinitive (R)
- Infinitives after prepositions
  - *Acabar de, pensar en, Hay que* plus infinitive

Radical changing verbs, Class I
- Orthographical changing verbs
  - *-car, -gar, -zar*
- Simple conditions (L) (26)
- *Gustaría, gustarían*
- *Pero* and *sino*

Subordination with *quand* and *parce que* (L)
Complete regular *être* verbs (L)
Agreement of past participle with *être* and *avoir* verbs (R)
Simple conditions (present-future, imperfect-conditional) (L)
Present participle with *en* (L)
Irregular verbs previously listed in new tenses (L)
Né (il est né, etc.)

Irregular Verbs
  falloir
  croire
  devoir
  comprendre
  connaître
  partir
  revenir
  apprendre
  sentir
  naître
  servir
  recevoir
  dormir
  mourir
  devenir
  pleuvoir

Tenses
  présent
  passé composé
  futur
  conditionnel (L)
  imparfait (L)
  passé simple (R)

Y and *e* (R)
Verbs previously studied in new tenses
Sentence structure: Word order in declarative sentences (R)

Irregular Verbs
  haber
  caer
  creer
  traer
  andar
  valer

Orthographical Changing
  Conocer
  parecer
  ofrecer
  coger
  dirigir

Radical Changing
  dormir
  sentir
  servir
  seguir
  pedir
  reir
  vestir
  preferir
  divertirse

Tenses
  presente
  pretérito
    verbos regulares
    verbos irregulares (L)
  imperfecto (L)
  presente del subjuntivo (L)
  presente perfecto (L)
  futuro (R) (L*)
  pluscuamperfecto (RO)
  condicional (R)

Level IV

Grade 10

Listening - Speaking	60%
Reading	20%
Writing	20%

Home reading assignments should be increased at this level. As emphasis on reading increases, the student should be introduced to literary works which will not only add to his vocabulary and structures but will interest and challenge him. Class discussion in the foreign language should be based on what is being read. The student may read short stories, essays, plays, biographies, short novels, poetry, and material of cultural and historical significance. Most of the material would be for extensive reading; that is, the student would be expected to answer only questions based on the content. Some of it would be selected for intensive work; that is, these portions would be studied carefully in class with reference to idomatic expressions, syntax, and vocabulary. For intensive reading, an effort should be made to obtain literature for which recorded excerpts are available.

Reading periodicals and newspapers in the foreign language gives the students a feeling of accomplishment, encourages a more cosmopolitan outlook and provides experience with a journalistic form of writing. This sort of reading material should be made available in a corner of the classroom.

All the idomatic expressions should be understood. New structures should be drilled. Writing continues to be controlled, based on the material which is under consideration in class. Speaking practice continues. At this level there is increased integration of the four skills.

Level IV

Grade 10

STRUCTURES

French

- Articles
  - Use with
    - proper nouns modified by an adjective
    - titles
    - days of the week
    - languages except after *parler* and *en*

Spanish

- Article
  - Use with
    - general or abstract nouns
    - before titles
    - additional expressions of time
    - as a noun to express possession (27)

- modified nouns of nationality, profession and class
- abstract nouns
- *tel* (R)

Pronouns
- Double object (complete)
- Relatives:
  - *ce qui, ce que, lequel, dont, quoi, tout ce qui, ce dont, tout ce dont* (R)
- Possessives
- Disjunctives:
  - *(ni) moi non plus*
  - with compound objects
  - for emphasis with any construction *(tu me le donneras à moi,* etc.) (L)

Adverbs
- Use of *tout, tout à fait; mais si*
- Formation from adjectives
  - (special forms such as *précisément,* etc., and irregulars)
- *Même* and *surtout* before subordinate clauses (as in *même s'il vient)* (L)

Negatives
- *ne... ni.. .ni*
- *ne.. .que*
- *ne.. .nulle part*
- *ne.. .personne*

Prepositions
- *à, de, en, dans* with common place names (continued) (L)
- *comme* and *à cause de* as prepositions
- *à, de,* after some adjectives and nouns before complementary infinitive (L)
- *à, de,* or no preposition after verbs before complementary infinitive (L)

- with an infinitive to form a verbal noun
- Omission after *tener, buscar, haber, sin, con*

Nouns
- Augmentatives

Pronouns
- Double objects (complete) (28) (S*)
- Indirect object pronoun of reference (29) (S*)
- Redundant use of indirect and direct object pronouns (30)
- *Esto, eso, aquello* (S*)
- Possessives (complete) (31) (S*)
- Relatives
- *el que, la que,* etc.
  - *lo que* (S*)
- Indefinites
- *alguno, ninguno* (S*)
- Reciprocals

Adjectives
- Past participles as adjectives (32) (L) (S*)
- Common adjectives whose meanings change with their position (L) (S*)
- Indefinites
  - *alguno, ninguno, cualquiera*
- Comparisons
- Regular and irregular (33)
- Superlatives
  - Absolute superlatives (L) (S*)

Adverbs
- Nominalized adverbs *(lo mejor)* (48) (S*)
- Comparison (L) (S*)
  - Regular and Irregular
- *Muy, mucho, demasiado* (L) (S*)

- Verb Structures
  - Conditional of courtesy (L)
  - Conditional for past future (L)
  - Use of *si* as "whether" (L)
  - Conditional sentences with compound tenses (L)
  - *depuis quand,* etc., with present tense (L)
  - Present subjunctive after *il faut,* and verbs of wishing and emotion (L) (16)
  - Present subjunctive after *pour que* and *avant que* (without *ne)* (L)
  - Future perfect after *quand* and *aprés que* (L)
  - Subordination with *depuis que, pendant que* (L)
  - *Faire* as auxiliary (L)
  - *Après* + perfect infinitive (R)
  - Perfect participle (R)
  - Use of *on* for passive (S)
  - Use of *passé du subjonctif* (L)
  - Additional uses of subjunctive for reading (17)
  - Irregular verbs previously listed in new tenses (L)
- Irregular Verbs
  - *tenir*
  - *paraître*
  - *valoir* (third person)
  - *vivre*
  - *conduire*
  - *rire*
  - *sourire*
  - *permettre*
  - *reconnaître*
  - *suivre*
  - *offrir*
  - *construire*
  - *courir*
  - *prévenir*
- Negatives
  - *ni. . .ni; no. . .ninguno;* (S*)
- Prepositions
  - Additional distinctive uses of *por* and *para*
  - *Pro* and *de* with passive voice (S*) (L)
  - Uses of *de, a en,* as needed (35)
- Verb Structures
  - Additional uses of present subjunctive (34) (L) (S)
  - Imperfect subjunctive for courtesy (F) (47)
  - Uses of the imperfect subjunctive (36) (L) (S*)
  - Present perfect subjunctive after a main clause in the present (S) (L) (36)
  - Additional radical changing verbs of Classes II and III as needed (37)
  - Irregular compounds as needed (38)
  - Reflexives with reciprocals (S) (L)
  - *Al* plus infinitive (L)
  - *Ojalá* with present and imperfect subjunctive (L) (S*)
  - *Si* as whether (S*)
  - Contrary to fact conditions in simple tenses (L) (S*)
  - Passive voice, in tenses as needed
  - Indirect commands
    - Third singular and plural
  - Familiar imperative plural (R)
    - Affirmative and negative
- Review verbs previously studied to include *vosotros* form for recognition
  - Review verbs previously studied in new tenses (39)

- *produire*
- *battre*
- *mentir*

Tenses
- *présent*
- *passé composeé*
- *futur*
- *conditionnel*
- *imparfait*
- *participe présent* (L)
- *présent du subjonctif* (L)
- *plus-que-parfait* (L)
- *futur antérieur* (L)
- *conditionnel antérieur* (L)
- *passé simple* (R)

Irregular Verbs
- *caber*
- *conducir*
- *producir*
- *traducir*

Compounds of irregulars (choice) (38)
- *-tener*
- *-poner*
- *-venir*

Orthographical Changing (choice) (37)
- *cer -cir*
- *-ger -gir*
- *-uir, -guir*
- *-uar, -guar*

Tenses
- *presente*
- *pretérito*
- *gerundio* (L*)
- *imperfecto*
- *presente del subjunctivo* (L)
- *presente perfecto* (L)
- *futuro* (L)
- *condicional* (L)
- *pluscuamperfecto* (L) (S)
- *imperfecto del subjuntivo* (L)
- *presente perfecto del subjuntivo* (S) (L)

Level V

Grade 11

Listening - Speaking	60%
Reading	20%
Writing	20%

Intensive and extensive reading are both important. The intensive material should be difficult and demanding but should not be so difficult that the student will lose all pleasure in reading it. In general, the guidelines of the Modern Language Association *Selective List of Material* for each level should be followed. Selections recommended for the next lower level would also be appropriate for extensive reading.

As the student advances, the value of the literary works should be brought out. In addition to questions on factual information, there may be discussions on character development, technique, style, themes, the author's philosophy, and the over-all value of the work.

During Levels IV and V, the student should have access to newspapers and periodicals in the foreign language. Occasional reports on the articles he reads would provide oral practice.

At this level, the student may be expected to do some free composition, including letter writing. However, the emphasis should still be on controlled writing activities. Attention to style in the works the student is reading would improve his ability to write.

Hearing and speaking must continue to occupy an important place and be integrated with the other skills. Extensive reading helps provide cultural and literary background. A general survey of the civilization of the country would be appropriate for study at this level in conjunction with several works chosen from important periods of literary history.

Level V

Grade 11

STRUCTURES

French

Articles
- Review uses of articles
- Add use with modified nouns in apposition
- Omission with unmodified nouns in apposition

Pronouns
- Review: relatives
  - interrogatives
  - double objects
  - possessives
  - demonstratives
  - disjunctives
- Use of *il est* and *c'est* + adjective + preposition + complementary infinitive
- Reciprocal pronouns

Spanish

Articles
- Use and omission
  - with titles in direct and indirect address (S) (L) in appositives (L) (S)
- Use with noun as in *nosotros los americanos*

Nouns and Pronouns
- Collective nouns (40)
- Relatives
  - Review those previously studied
  - Include *el que,* etc., after prepositions
- Possessives
  - Add *lo* plus possessives *(lo mio,* etc.)
- Review interrogative pronouns

- Adjectives
  - Those having different meanings when placed either before or after their nouns
  - Adjectives in prepositional phrases; their agreement
- Adverbs
  - Use of *fort* as adverb (S*)
  - *Quand même* substituted in spoken language for clauses and phrases of concession (S,L)
- Negatives
  - *ne...aucun*
  - *ne...point*
  - *ne...guère (à peine)*
  - Use of *pas un* and *aucun* in the spoken language
- Prepositions
  - Continue uses of grade 10
  - Use of *à, de,* or no preposition after verbs before complementary infinitive (continued)
- Verb Structures
  - Agreement of past participle with *avoir*
  - Use of imperfect tenses with *depuis quand, combien de temps,* etc.
  - Substitution of reflexive for passive
  - Substitution of infinitive for subjunctive
  - Passive voice in *présent, passé composé* and *futur* (S,L)
  - Passive voice in remaining tenses
  - Sequence of tenses
  - Use of *passé antérieur*
  - Future and future perfect after *aussitôt que, dès que, lorsque* (S,L)

  - Review indefinite pronouns
  - Use of *lo* in phrases such as *lo de Maria, lo de Vd.*

- Prepositions
  - Review distinctive uses of *por* and *para*
  - Add uses of *por* and *para*
  - Review *por* and *de* after passives
  - Add uses of *de*
    - before infinitives
    - for occupation or profession
  - Prepositions which take prepositional pronouns; those which take subject pronouns (42)

- Verb Structures
  - Indicative and subjunctive in exclamations (R)
  - Additional uses of the imperfect subjunctive (R)
  - Conditional sentences contrary to fact, compound tenses (R)
  - Future perfect for probability in past time (R)
  - Subjunctive or infinitive after verbs of persuasion, order, request, etc., plus use of direct or indirect object noun and pronoun (L) (S*)
  - Reflexives of unplanned occurrences (S*) (43)
  - Use of infinitive plus direct object with *hacer* and *dejar* (L) (S*)
  - Use of subjunctive plus indirect object with verbs of communication used for suasion (S*) (L) (44)
  - Use of *tener, haber* and *estar* without complements (S*) (45)

Venir (imperfect) *de* + infinitive
Additional uses of subjunctive (18)
Irregular verbs previously listed in new tenses as needed

Irregular Verbs
- *s'en aller*
- *s'asseoir*
- *apercevoir*
- *craindre*
- *peindre*
- *éteindre*
- *plaindre*
- *se plaindre*
- *se taire*
- *traduire*
- *se souvenir*

Tenses
- *présent*
- *passé composé*
- *futur*
- *imparfait*
- *conditionnel*
- *présent du subjonctif* (L)
- *plus-que-parfait* (L)
- *futur antérieur* (L)
- *conditionnel antérieur* (L)
- *passé du subjonctif* (L)
- *passé simple* (R)
- *passé antérieur* (R)
- *imparfait du subjonctif* (R)
- *plus-que-parfait du subjonctif* (R)

Additional irregular compound verbs (R)
Infinitive after verbs of perception (46) (L) (S*)
Imperfect subjunctive for courtesy (S*) (L) (47)
Use of infinitive for subjunctive with two verbs with the same subject
Sequence of tenses
Review verbs previously studied in new tenses
Extension of orthographical changing, radical changing, and irregular compound verbs for skills as needed.

Tenses
- *presente*
- *pretérito*
- *imperfecto*
- *presente del subjuntivo* (L)
- *presente perfecto* (L)
- *futuro* (L)
- *condicional* (L)
- *pluscuamperfecto* (L) (S)
- *imperfecto del subjuntivo* (L)
- *presente perfecto del subjuntivo* (L)
- *futuro perfecto* (R)
- *pluscuamperfecto del subjuntivo* (R)
- *condicional perfecto* (R)
- *pretérito perfecto* (R)

Level VI

Grade 12

Listening - Speaking	60%
Reading	20%
Writing	20%

The work at this level should be similar to the work in Level V except that there should be an increase in understanding and speed. The reading material could be slightly more difficult. An additional effort should be made to vary the content. Newspapers and magazines should be used more extensively. The students should be engaged at more length and in greater depth in spontaneous conversations on the material they are reading. Writing could be more creative.

A systematic study of grammar should not be necessary at this level. However, the students would undoubtedly need a review grammar to which they could be referred as their need indicated.

Level I

Grades 7 and 8

Listening - Speaking	80%
Reading	15%
Writing	5%

By comparison with Level II in grade 7, teachers beginning Level I in this grade would want to spend six to eight weeks in the beginning of the year with daily greetings, class geography, numbers, days of the weeks, months, parts of the body, simple commands, time, clothing, etc.; i.e., the type of material mentioned under Level I for grades three to six, but altered where necessary to meet the interests of junior high school pupils.

Reading would be limited in the beginning to the conversational material used in class. Eventually the teacher would want to involve them in reading from a textbook. The length of time to be spent on a pre-reading phase could vary considerably depending upon the interest of the teacher and the ability of the class. A teacher might normally expect within about two months to begin working with a text containing reading lessons, questions and answers, and pattern practice on the structures mentioned for Level II in grades 7 and 8, page 46.

At the end of Level I in the eighth grade, the pupils might not pronounce as well or be able to carry on basic conversations with as much fluency as those who had begun their language in the third or fourth grade. However, within two years they should still be able to cover the structures listed for Level II in the seventh and eighth grades.

Level II

Grade 9

Listening - Speaking	70%
Reading	20%
Writing	10%

The guidelines given for Level III in grade 9 could be followed here with the chief difference being that the teacher might not want to assign reading that had not been introduced in class until along toward the end of the year. Depending upon the students and the teacher, some Level II classes in grade 9 will be ahead of some Level III classes. The structures should be those listed for Level III in grade 9 (see page 50).

Level III

Grade 10

Listening - Speaking	70%
Reading	20%
Writing	10%

The remarks pertaining to Level IV in grade 10 would apply here, with the exception that these students might not be prepared to do quite as much reading as those who were in the fourth level in the tenth grade. The structures covered would be the same as for Level IV in grade 10 (see page 54).

Level IV

Grade 11

Listening - Speaking	60%
Reading	20%
Writing	20%

The indications given for Level V in grade 11 could be followed here with the exception that the teacher might prefer to limit his questions on the reading material mostly to those of a factual nature with perhaps a few simple questions on character development, technique, style, theme, the author's philosophy and the over-all value of the work. In addition, it might usually be well to postpone free composition and letter writing for another year. Factors to consider here would be the students' desire to write and the number of errors in their attempts. A teacher should not discourage a desire to write. On the other hand, if the student writes with a serious error every two or three lines, he might be teaching himself more bad habits than good. By serious errors we mean not just simple misspelling or lack of agreement between adjective and noun but errors in syntax or idiom. Any free composition the students do should be corrected into fluent authentic writing and the student required to recopy it.

The structures given for Level V in grade 11 on page 58 should be studied here.

Level V
Grade 12

Listening - Speaking	60%
Reading	20%
Writing	20%

The progression from Level IV in grade 11 will be a gradual one. There would be fewer factual questions and answers, more of an abstract nature. More and slightly more difficult reading could be expected. For instance, three to five books of 200 to 300 pages each would be a reasonable reading load for a year's work. More free compositions could be assigned. A systematic study of grammar should not be necessary; however, the students would want a review grammar to which they could be referred by the teacher as needed.

Level I
Beginning in Grade 9 or 10

Listening - Speaking	70%
Reading	20%
Writing	10%

Some schools will not be able to begin language instruction below grades 9 to 10. As far as the material and procedures used are concerned, there would be little difference between grades 9 and 10, although generally more can be expected of tenth graders than ninth graders.

Regardless of the grade in which a foreign language is begun, there should be a pre-reading phase. In this phase the students should learn the usual greetings and a few basic dialogs, class geography, clothes, parts of the body, time of the day, days of the week, etc. Their first contact with reading and writing could begin within a week after the beginning of school or could be postponed for four to six weeks, depending upon the teacher's success in handling the class on a purely oral basis and upon his desires on this question.

After a pre-reading phase of one to six weeks, the class should begin work with a text of the teacher's choice. The students should spend much of their time listening to recordings of the reading lesson and repeating the lesson by breath groups during pauses made in the recordings, preferably with each breath group given twice, once before and once after the pause. If available, recorded questions and answers based on the reading lesson should be used. The students should also get pattern practice based on the structures given for Level II in the seventh and eighth grades.

Level II in Grade 10

The guidelines for Level III in grade 9 should be followed. The structures listed for Level III in grade 9 should be taught (see page 50).

Level III in Grade 11

The guidelines for Level IV in grade 10 should be followed. The structures listed for Level IV in grade 10 should be taught (see page 54).

Level IV in Grade 12

The guidelines for Level V in grade 11 should be followed. The structures listed for Level V in grade 11 should be studied (see page 58).

Level II in Grade 11

The guidelines for Level III in grade 9 should be followed. However, since these students have only one more year, the structures listed for Level III in grade 9 plus approximately half of the structures listed for Level IV in grade 10 should be taught (see pages 50 and 54).

Level III in Grade 12

The guidelines for Level IV in grade 10 should be followed (see page 54). The structures listed for Level IV in grade 10 should be finished, and those listed for Level V in grade 11 should be studied (see page 58).

NOTES ON THE FRENCH AND SPANISH STRUCTURES

L (limited) after an item indicates that only a few structures using this item would be selected for active (speaking) mastery. Reading skill would be developed without regard to this limitation.

S* (speaking) after an item indicates that the students should acquire audio-lingual competency with structures using this item. S (without the asterisk) indicates that only the more able students should be expected to attain audio-lingual mastery of structure using these items.

F (functionally) after an item indicates that a grammatical analysis is not recommended, even after the patterns have been mastered.

R (reading) after an item indicates that it is to be learned only for the reading skill.

Notes on the French Structures

(1) The irregular plurals of words ending in *s, x, z, al, au* and *eau* should be taught as they occur in centers of interest. The words *l'oeil* and *les yeux* should be taught as vocabulary items.

(2) The interrogative pronouns *qui, qu'est-ce que, qu'est-ce qui* and *quoi* should be taught first functionally. The interrogative pronoun *que* might be reserved until the inverted form of the verb is learned (see note 8); *qui est-ce qui* and *qui est-ce que* for functional use only.

(3) To be taught in sentence patterns with possessive adjectives. (Example: *Voici mon livre et celui de Robert.)*

(4) Irregular feminines include adjectives ending in *e, f, x, er, on, en, el, et* and should be taught in centers of interest as they occur. Isolated irregular forms should be presented at first as vocabulary items; viz., the feminine of *blanc, long, gros, sec, frais* and others.

(5) In negative comparisons of equality, the use of *aussi* instead of *si* is tolerated.

(6) The word *meilleur* is to be taught as a vocabulary item. *Plus mauvais* and *plus petit* are to be used in the spoken language.

(7) Only verbs required for centers of interest are to be used. These may be taught functionally in this grade rather than as part of a conjugation. The conjugations as such might be reserved for a later grade when a sufficient number of verbs used or studied justifies teaching these verbs as part of conjugations.

(8) Change to the inverted form of the interrogative as pupils show readiness after the *est-ce que* form has been mastered.

(9) In addition to the usual idioms with *avoir* and *faire, avoir mal, faire jour* and *faire nuit* are of high frequency in the spoken language.

(10) The use of *de* plus the definite article is tolerated before adjectives in common expressions, such as *du bon pain, de la bonne soupe, des bons amis.*

(11) These items might be introduced to average students in this grade for reading recognition only. They may be mastered audio-lingually the following year.

(12) The second masculine singular forms of *beau, vieux, nouveau,* should be taught only in a few set expressions, such as *un bel enfant, un bel arbre; un vieil homme, un vieil arbre, le nouvel an, un nouvel élève. Fol* and *mol* may be omitted for audio-lingual skills.

(13) In comparisons with *bien* and *mal* the form *plus mal* is to be used and the word *mieux* to be taught as a vocabulary item. *Autant* may replace *tant* in negations.

(14) Orthographical changing verbs of frequent occurrence in the spoken language should be drilled.

(15) Some regular reflexives used with great frequency in the spoken language might be included. *Se rappeler* is to be used in speaking for "to remember." Only those verbs needed for audio-lingual competency in centers of interest are to be so taught in tenses other than *présent, passé composé* and *futur.*

(16) *Il faut, avoir peur* and *vouloir* are of most frequent use in the spoken language with this construction.

(17) Additional uses of the subjunctive for reading purposes in grade 10 of the six-year sequence and in grade 11 of the four-year sequence are those used in expressions:

a. after verbs of doubt.

b. after expressions *sans que, quoique, bien que, jusqu'à ce que.*

c. in adjective clauses where the antecedent is indefinite or qualified by a superlative.

d. in some independent clauses.

(The reading is not necessarily restricted to these constructions.)

(18) Additional uses of the subjunctive are those after expressions of approval and disapproval, after expressions of denial, despair, ignorance or very slight probability.

(19) The following verbs are listed in the order of their frequency in the spoken language. They represent all the verbs found among the first 755 most frequently used words in spoken French. The rank of each verb among the first 755 words is noted in the parentheses to the right.

The lists are in no way intended to limit the scope of the courses. They are included as a guide to teachers in selecting verbs to be used in developing the speaking skill.

Irregular Verbs

1. *être* (1)
2. *avoir* (2)
3. *faire* (19)
4. *dire* (28)
5. *aller* (34)
6. *voir* (43)
7. *savoir* (45)
8. *pouvoir* (55)
9. *falloir* (59)
10. *vouloir* (64)
11. *venir* (76)
12. *prendre* (77)
13. *croire* (81)
14. *mettre* (85)
15. *devoir* (90)
16. *comprendre* (115)
17. *connaître* (131)
18. *partir* (139)
19. *tenir* (147)
20. *sortir* (178)
21. *revenir* (220)
22. *lire* (225)
23. *paraître* (245)
24. *apprendre* (274)
25. *sentir* (301)
26. *servir* (312)
27. *écrire* (334)
28. *vivre* (347)
29. *valoir* (350)
30. *conduire* (375)
31. *plaire* (337)
32. *recevoir* (391)

Orthographical Changing Verbs

1. *manger* (166)
2. *appeler* (176)
3. *acheter* (202)
4. *commencer* (214)
5. *payer* (227)
6. *rappeler* (269)
7. *changer* (295)
8. *essayer* (313)
9. *obliger* (342)
10. *amener* (429)
11. *envoyer* (443)
12. *enlever* (508)
13. *lever* (513)
14. *emmener* (565)
15. *espérer* (605)
16. *arranger* (653)
17. *preférer* (690)
18. *remplacer* (706)
19. *charger* (712)
20. *employer* (722)
21. *recommencer* (734)
22. *placer* (750)

Regular Verbs

1. *arriver* (79)
2. *passer* (86)
3. *parler* (96)
4. *trouver* (100)
5. *donner* (105)
6. *demander* (144)
7. *aimer* (151)
8. *penser* (154)
9. *rester* (159)
10. *travailler* (185)
11. *laisser* (205)
12. *écouter* (207)
13. *entendre* (208)
14. *rentrer* (211)
15. *marcher* (215)
16. *regarder* (216)
17. *monter* (226)
18. *chercher* (231)
19. *jouer* (239)
20. *attendre* (246)
21. *perdre* (247)
22. *finir* (257)
23. *descendre* (264)
24. *arrêter* (271)
25. *raconter* (273)
26. *occuper* (297)
27. *tomber* (304)
28. *vendre* (310)
29. *compter* (323)
30. *remarquer* (335)
31. *intéresser* (348)
32. *coucher* (367)

Regular Verbs—(Continued)

33. *tourner* (374)
34. *marier* (382)
35. *répondre* (396)
36. *porter* (406)
37. *gagner* (408)
38. *apporter* (422)
39. *garder* (431)
40. *habiter* (438)
41. *présenter* (449)
42. *couper* (453)
43. *continuer* (458)
44. *toucher* (471)
45. *fatiguer* (473)
46. *tirer* (485)
47. *entrer* (491)
48. *installer* (494)
49. *préparer* (503)
50. *montrer* (534)
51. *retrouver* (539)
52. *retourner* (543)
53. *expliquer* (552)
54. *chauffer* (573)
55. *manquer* (585)
56. *aider* (586)
57. *dépendre* (587)
58. *tuer* (593)
59. *réussir* (595)
60. *oublier* (601)
61. *assurer* (606)
62. *coûter* (610)
63. *rencontrer* (611)
64. *quitter* (617)
65. *visiter* (620)
66. *pousser* (626)
67. *débrouiller* (638)
68. *téléphoner* (655)
69. *réparer* (667)
70. *gêner* (674)
71. *sembler* (676)
72. *sauver* (679)
73. *fermer* (686)
74. *laver* (689)
75. *remonter* (716)
76. *sauter* (717)
77. *étonner* (755)

Notes on the Spanish Structures

1. Limited to construction such as *el señor, la señora, la señorita, la avenida, la calle,* etc., and those needed for centers of interest of conversation in this grade, functionally.

2. Learned first functionally. They may be learned syntactically at the end of grade 9 of the four-year sequence or in grade 8 of the six-year sequence.

3. The use of *lo* and *los,* as direct objects, is advisable for beginning pupils. These forms are more common in Spanish America. The choice between *lo* and *le* and between *los* and *les* is deferred to a later grade, preferably in grade 11 of the four-year sequence and to grade 10 of the six-year sequence.

4. The inclusion of the alternate position of *otro* and *mucho* (example: *otros muchos)* or the alternate position of ordinal with cardinal numerals (example: *primeros tres* or *tres primeros)* is suggested.

5. Limited in this grade to the most common adjectives, such as *bueno, malo, grande, primero, tercero.* To be presented first functionally.

6. It is suggested that the *aquel* forms be taught after the *ese* forms are mastered.

7. Interrogative adverbs such as *cómo, cuánto(s), dónde, adónde, de dónde,* and the expression *por qué* should be learned early in the course. They might be followed later by *por dónde.*

8. In most of Spanish America, *vosotros* is replaced by *ustedes,* which is considered the plural of *tu* as well as of *usted.* The use of *vos* is

not recommended. Since *vosotros* is needed in reading the literature of Spain and is used by Spaniards, it is included in the eleventh year of the four-year sequence and the tenth year of the six-year sequence.

9. The number of first conjugation verbs far outstrips that of the second or third conjugations. Several second and third conjugation verbs, however, are of very high frequency and are needed for elementary conversation, such as *comer, beber, vivir, escribir,* etc. Choice of verbs in the second and third conjugations is to be determined by centers of interest. It is suggested that only after two or more verbs of each of these conjugations are met, are they to be taught as belonging to conjugations.

10. Radical changing verbs of most frequent use in Class I are: *volver, pensar, perder, cerrar, encontrar, entender, empezar,* and *jugar.* Teach as irregulars or functionally. To establish patterns, it is suggested that verbs whose stems change from e to ie might be presented at first with irregular verbs of this type, such as *tener, querer, venir. Pedir* might be presented similarly with *decir.*

11. Verbs which most frequently take complementary infinitives are *poder, saber, desear, querer, esperar, necesitar, deber, gustar,* and *preferir.* To be chosen in grades 7 and 8 of the six-year sequence and in grade 9 of the four-year sequence as needed. To be learned in the present, preterite and imperfect by the end of Level III.

12. To be limited in grades 7 and 8 of the six-year sequence and grade 9 of the four-year sequence to verbs of daily action, such as *levantarse, acostarse, lavarse, bañarse, peinarse,* etc., with direct or indirect objects. They are to be mastered audio-lingually for automatic response in order to lay a firm basis for later reflexive constructions.

13. *Usted, ustedes* and *tú* forms, functionally only as needed in this grade.

14. Questions formed by adding *tag* words to statements, such as ¿verdad?, ¿no es verdad?, ¿no?, ¿eh?

15. As in *soy republicano, soy viuda, soy alumna.*

16. Because of the complexity of the formation and placement of the double object pronouns, it is suggested that the simplest combinations be learned in this grade through pattern drills and mimicry memorization. Repetition of the noun or pronoun to clarify the indirect object pronoun in the third person is to be practiced after simple substitutions and changes of position are learned.

In order not to overburden the course, it is suggested that the position of the pronouns be restricted in this grade to that before the verb or auxiliary and after the affirmative command. The affixing of the double objects to the infinitive and present participle might be learned recognitionally in this grade if needed for reading and audio-lingually the following year if teachers prefer.

17. The prepositional pronouns *mí, ti,* etc., after the preposition *a* for the verbs listed in note 18 should be stressed.

18. a) In this grade emphasis should be placed on the repetition of the indirect object pronoun with such verbs as *gustar, pasar, faltar, parecer* and perhaps *dar ganas,* as in *Qué le pasó a Juan?* Pupils should be trained to repeat the indirect object pronoun automatically in these constructions. A pattern drill involving the substitution of these important verbs might be effectively utilized.

b) The repetition of the indirect object pronoun should be learned first functionally through use in such sentences as *Pregúntele a Juan. . .* in order to lay a firm basis for teaching the inclusion of the repeated pronoun in conversation at a later date, as in constructions denoting informality, such as *Tengo que escribirle a Juan.*

19. *Mío, tuyo, suyo,* etc., after ser and in expressions like *un amigo mío.*

20. Limited to those of most frequent use, such as *mejor, menor, mayor.* Taught first as predicate adjectives.

21. Limited to the superlatives involving only the addition of an article or possessive adjective, as predicate adjectives or in constructions with adjectives which precede the noun. Superlatives in which the adjective follows the noun are more remote from the English construction and present a problem of ambiguity with the comparative, as in *el libro más interesante.* The latter might be reserved for the following year, in order that the most frequent forms, such as *mi mejor amigo* might be stressed in this grade.

22. *Para* for purpose, destination and time *(para el lunes); por* for through, by (agent), "for the sake of" and with simple time expressions *(por la mañana).*

23. Audio-lingually with *es necesario, es importante, es posible, querer, dudar, sentir, gustar.* Other constructions as needed for reading.

24. *Hacer* and *desde* with the present tense.

25. Extended from some of the reflexives in note 12, "dative reflexives" or verbs taking the reflexive indirect object of personal reference,

such as *Me como toda la carne* (I eat up all the meat). Only verbs of frequent use in this construction should be drilled.

26. Simple conditions, not contrary to fact, in simple tenses.

27. In expressions, such as *el de Juan and el de él.*

28. The double objects affixed to the infinitive and present participle (including contrasting positions before the modal auxiliary or attached to the infinitive, and before *estar* and attached to the present participle). The repetition of the indirect object (noun or pronoun) for clarity is practiced.

29. The indirect object of reference to replace from me, for me, on me, of me, etc., is extended to expressions other than the dative reflexive as in notes 12 and 25, to include indirect objects which are not reflexive. Example: *Me tomó el libro* (He took the book from me) or *Me cambió el dinero* (He changed the money for me).

30. a) When an indirect noun object heads the sentence or phrase, an indirect object pronoun is also used, redundantly, as in *a la muchacha le dieron el dinero,* for *dieron el dinero a la muchacha.* Limited use should be made of this construction in this grade. It should be pointed out, however, in order to clarify word order in the reading. It should form an important drill in an advanced grade.

b) The redundant use of the direct object pronoun for a noun object placed at the head of a sentence for stress need be drilled only in most useful construction, as in such contrastive uses as *esta lección la encuentro difícil* and *encuentro difícil esta lección.* The construction should be learned primarily for reading, as it clarifies word order.

31. Possessives are extended to those using the article. The use of alternate forms for *el suyo,* etc., is also to be expected by the end of the third level.

32. The most frequent uses, plus those denoting positions or postures, as in expressions like *el niño está sentado; la profesora está parada; el traje está colgado,* etc.

33. Extended from the simplest comparisons in grade 10, those involving *bueno, malo, grande, pequeño, mucho, poco,* are to be mastered in addition to the regular comparisons. The adverbs *bien, mal, mucho, poco,* are also required in comparative and superlative forms.

34. Suggested audio-lingual uses for able students only, in adverbial and adjectival clauses are those after *para que, a menos que, antes (de) que, cuando, necesitar* and *buscar.* Other uses for reading recognition.

35. With infinitives or nouns.

36. The imperfect subjunctive is to be learned for speaking competency only in (1) contrary-to-fact conditions in sentences of a practical nature, such as those which might form part of the dialogs in the topics for audio-lingual experiences with a limited number of the most common verbs of volition, such as *querer, decir, mandar,* and *pedir.* Other uses of the imperfect subjunctive should be recognitional in this grade.

The present perfect subjunctive is required in this grade for speaking competency only of better students. Able students may master the forms for use with a limited number of verbs indicating emotion or mental attitude, such as *me alegro, siento, espero, temo, dudo* and *no creo.*

37. To be selected according to centers of interest.

38. Compound irregulars of frequent use are *convenir, obtener, detener, contener.*

39. In reviewing verbs, emphasis should be placed upon the irregulars (plus *haber)* in grade 9 of the four-year sequence and grades 7 and 8 of the six-year sequence, as these verbs are most urgently needed for audio-lingual and reading skills. Tenses indicated first for reading, such as the future and conditional, should be learned at this time for audio-lingual competency.

40. Agreement of common collective nouns with their verbs should be taught, including the collectives, *la mayoriá* and *parte,* followed by a phrase indicating or implying plurality.

41. Progressive forms in tenses other than the present and imperfect should be presented for aural and reading recognition.

42. The prepositions *como, excepto, incluso, según, entre,* which are followed by subject pronouns, might be learned in pattern drills in juxtaposition to others which take the prepositional pronoun objects.

43. In expressions, such as *se le olvidó el dinero.*

44. Verbs expressing communication which take the indicative when used to report a fact and the subjunctive when used to bring influence, such as *decir, escribir, telefonear, indicar.*

45. To indicate simple position, possession or existence, as in *No tiene. No hay. No está.*

46. As in *la oigo cantar.*

47. Limited to *deber, haber, poder,* and *querer.*

48. In such expressions as *lo mejor es que viene* (The best part of it is that he is coming.). Drills involving substitutions may be utilized to master this type of construction.

TEACHING WITH AUDIO-VISUAL AIDS

Films

Films may be divided into four general categories.

a. Complete program built around the film.

With this type of film, the student's first exposure is to the film, followed by the study of the sound track and scripts. In general, the procedure would be to listen to the sound track of short sections of the dialog several times, then to listen to short breath groups and to repeat in pauses provided. After the dialog has been learned, the students should get structure drills such as those described in the section *methodology* to help them learn the structures of the basic dialog. The dialog would then be reworked into an adapted dialog much as is done with the ALM (Glastonbury materials). For instance, the sentence "I would like to go to the movies." would call forth the question: "What did you do Saturday evening?" "Saturday evening I went to the movies."

All this material should be recorded. After the class had carefully worked with dialog, dialog adaptation, and pattern drills, they would again view the film.

The film has the unique advantage of enabling the student to relate what is being said to a situation in which it is appropriate. The main disadvantage to this type of program is its understandably high cost.

b. Films to coordinate with reading as a supplement to the regular course.

The film should be viewed one or more times initially, then the book and sound track studied intensively and the film shown again later. Where it is possible to keep the film, it would help to maintain interest and provide more effective teaching if, after the initial showing, each chapter or act is reshown as soon as the script and sound track for that particular chapter or act have been mastered.

Since this type of film is designed to be used as supplementary material, there would not normally be any dialog adaptations or structure drill based on it. Work with this type of film would consist of reading the book for comprehension and listening to the recording, going over the difficult passages as often as necessary for aural comprehension. Questions based on the content would be asked to verify aural understanding and to provide oral practice.

Where it is possible to keep the film only for a few days, it would be preferable to work with the book and sound track first and then to view the film, rather than to view the film first.

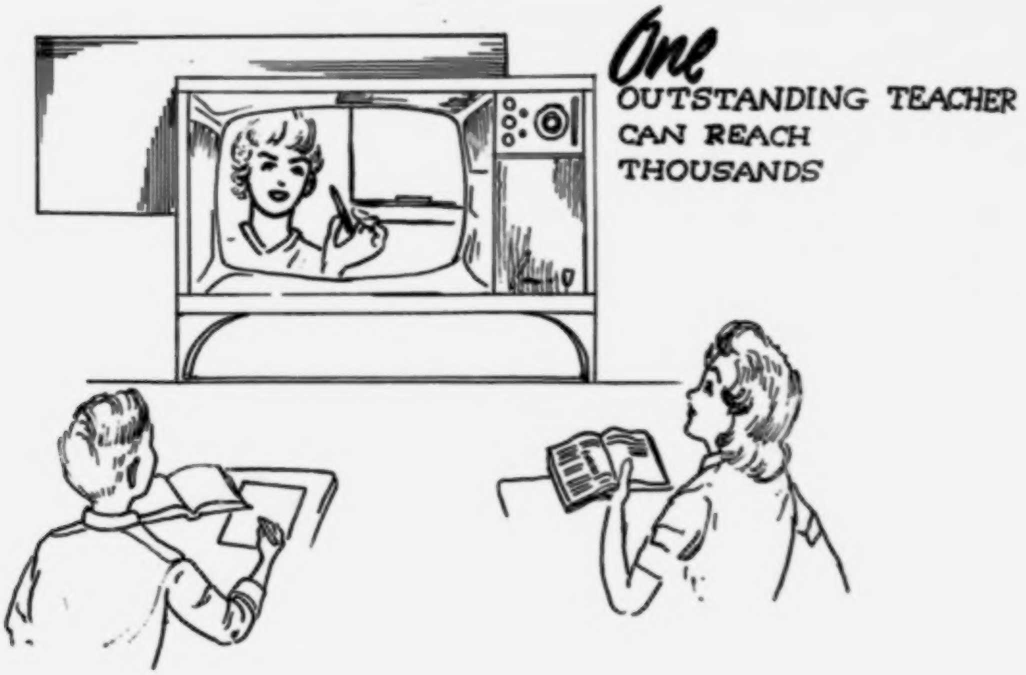
c. Films to be shown mainly for cultural value.

Some films which cover points of interest or customs and ways of life of foreign people may be shown mainly for their cultural value. These films would be of more value in advanced classes if shown twice with an intervening period for study of the sound track and script. In beginning classes they may be shown with English commentary or with comments in English by the teacher.

d. There are also some films for the express purpose of teaching certain difficult points of grammar. The procedure in working with these films would be similar to that used when the complete program is built around the films.

Educational Television

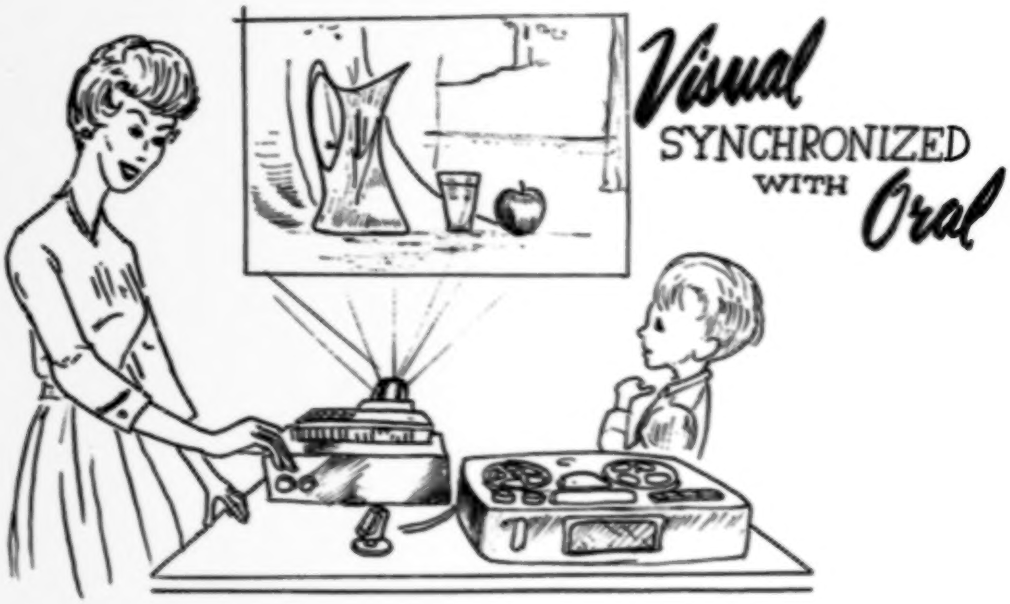
Eventually, it is hoped that West Virginia will have a state-wide Educational Television system. Some parts of the State can at present pick up ETV modern foreign language broadcasts from other states. Where teachers want to take advantage of TV programs, they should avail themselves of the manual, sound track, and other teaching aids that accompany the program. This is very important since viewing the program is not sufficient for the students. They need the help of the teacher, and the teacher needs the help of the aids prepared to accompany the TV program.



These aids, in addition to furnishing scripts and recordings of the dialogs, dialog adaptations and pattern drills, will also give the teacher hints on what to expect for the following lesson, how to introduce it, what errors and difficulties to expect, and how to meet them. If the teacher does not have the help of these aids, the program will very likely soon move beyond the grasp of the students, to the frustration of both students and teacher.

Filmstrips

Usually filmstrips come with synchronized sound tracks. For most effective learning, the following procedure, or one similar, is recommended. After having gone through the entire lesson with filmstrips and sound track, the teacher should take one expression at a time, showing the filmstrip and letting the pupils listen first to his voice and then to the sound track several times. Next, the pupils should attempt to repeat the expression after the sound track. Where they have difficulty hearing certain sounds on the sound track, the teacher should help them, using alternately his voice and the sound track. This work should be done in chorus, first by the entire class, then by sections. Next, the teacher should show the filmstrip with sound track a few more times, allowing time for repetitions. Following this, he should show the filmstrip without the sound track and ask the students questions, the answers to which will be evoked by the frame being shown. For instance, if a picture of a pupil entering a school is shown, the question, in the foreign language, might be "What do you



do at 8:30?" The student would reply, "At 8:30 I go to school." Normally, the answer would be a repetition of what was on the sound track. No answer would be expected which had not been taught previously. Where the necessary questions were not given on the sound track, they would have to be developed and taught to the students before they could be used in a question-answer procedure. A further step would be to ask the question without showing the filmstrip. This would indicate whether the students understood the question, rather than having relied completely on the visual aid. As much as possible, students should be encouraged to ask as well as answer the questions.

Another useful variation is to show several sequences of the filmstrip, then have two students act it out with dialog.

Flash Cards

Flash cards should be of the picture type and should be used as a basis for asking questions or evoking comments.

PRINCIPLES OF GROUPING

Oral work in modern foreign language instruction can be broken down into explanation, demonstration, practice, and testing. Explanation is not necessarily the first element. Sometimes explanation following demonstration and a certain amount of practice is more effective. Whenever given, the entire class should be kept together for explanations and demonstrations. Giving the same explanations and demonstrations to three groups in turn would be tantamount to teaching three classes, rather than three groups in a class and, therefore, an inefficient use of the teacher's time.

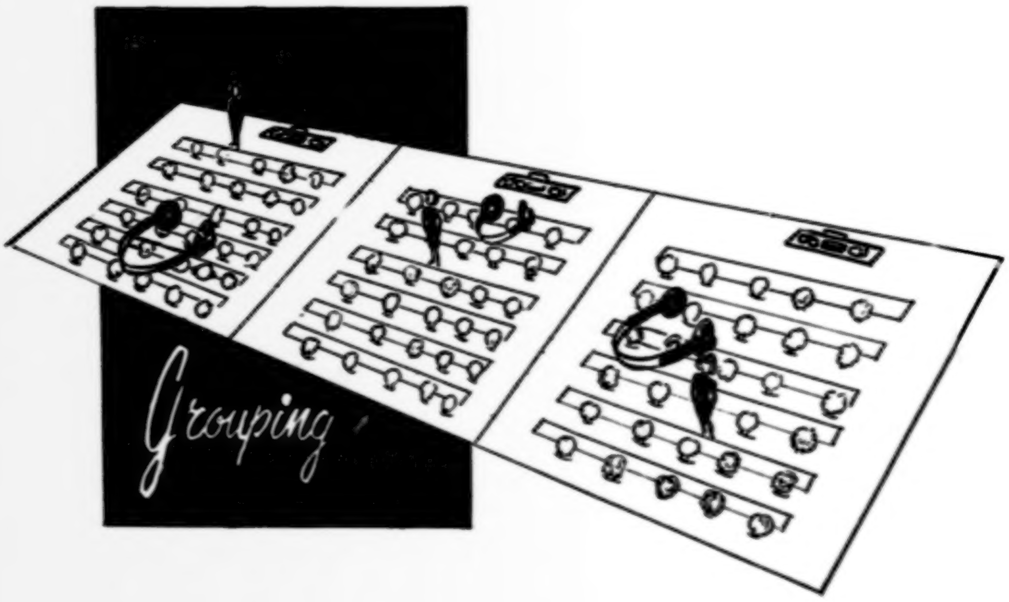
Once the students have received sufficient help from the teacher so that they know what is expected of them, they should practice with the equipment. This is true whether the work being done is listening comprehension, repetition, or structure drill.

The teacher should introduce something new nearly every day. Everything that is introduced should be worked on for several days. As a result nearly every day the students would be ready for a test on a small section of the lesson. Normally the teacher would have his work scheduled so that after he had introduced his new material, he could put two sections of his class on electronic equipment drilling this material while he engaged the third section in oral work; and, in this manner, work with all three groups a portion of each period.

While working directly with a group, the teacher would be testing them; but, at the same time, he would have the opportunity to give each student more individual practice under his direct guidance. That is, it would be a combination teaching-testing situation.

Working with three groups in a class requires careful planning, complete control, and uninterrupted schedules. A teacher might be well advised to spend the first year developing methods and materials which would enable him to use the electronic equipment effectively. The first attempt at grouping should be with two rather than three groups, using the same procedure as outlined below.

The purpose of this outline is to indicate with specific examples that everything is introduced to the entire class, practiced on the equipment in groups, reviewed, and then finally tested in groups. For instance, structure drill A, based on lesson 26, is introduced to the entire class on Wednesday of the first week at the beginning of the period. At the end of the period, this structure is practiced within groups. On Wednesday of the following week, it is reviewed by the entire class simultaneously and



then tested in small groups. The length of time allotted to each exercise of the lesson and the number of times each exercise would be drilled in class would naturally depend upon the individual exercise and upon the class involved. The teacher would adapt the general procedure outlined here to his own situation.

FIRST WEEK

Day	Minutes	Slow	Minutes	Average	Minutes	Fast
MONDAY	15	Introduction of first half of reading lesson #26.		→		→
	10	Review of structure drill A, lesson #25.		→		→
	10	**Oral work on structure drill A, lesson #25.*	10	Practice on first half of reading lesson #26 with equipment.	20	Practice on first half of reading lesson #26.
	20	Practice on first half of reading lesson #26 with equipment.	10	*Oral work on structure drill A, lesson #25.*		
			10	Practice on first half of reading lesson #26.	10	*Oral work on structure drill A, lesson #25.*
TUESDAY	10	Review of questionnaire lesson #25.		→		→
	10	*Oral work on questionnaire lesson #25.*	10	Review of first half of reading lesson #26.	10	Supplemental audio comprehension work.
	20	Review of first half of reading lesson #26.	10	*Oral work on questionnaire lesson # 25.*	10	Review of first half of reading lesson #26.
			10	Review of first half of reading lesson #26.	10	*Oral work on questionnaire lesson # 25.*
	15	Dictation on reading lesson #24.		→		→

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*The expression "oral work" is used to denote a teaching-testing situation where the teacher can give individual help, but where the element of testing is sufficiently present to enable him to give a grade.

Day	Minutes	Slow	Minutes	Average	Minutes	Fast
WEDNESDAY	15	Introduction of structure drill A, lesson #26.		→		→
	10	Review of structure drill B, lesson #25.		→		→
	10	*Oral work on structure drill B, lesson #25.*	10	Practice on structure drill A, lesson #26.	10	Supplemental audio comprehension work.
	20	Practice on structure drill A, lesson #26.	10	*Oral work on structure drill B, lesson #25.*	10	Practice on structure drill A, lesson #26.
			10	Practice on structure drill A, lesson #26.	10	*Oral work on structure drill B, lesson #25.*
THURSDAY	15	Introduction of second half of reading lesson #26.		→		→
	10	Review of structure drills A & B, lesson #21.		→		→
	10	*Oral work on structure drills A & B, lesson #21.*	10	Practice on second half of reading lesson #26.	10	Supplementary audio comprehension work.
	20	Practice on second half of reading lesson #26.	10	*Oral work on structure drills A & B, lesson #21.*	10	Practice on second half of reading lesson #26.
			10	Practice on second half of reading lesson #26.	10	*Oral work on structure drills A & B, lesson # 21.*

Day	Minutes	Slow	Minutes	Average	Minutes	Fast
FRIDAY	15	Introduction of structure drill B, lesson # 26.		→		→
	10	Review of questionnaires lessons #20 and 21.		→		→
	10	*Oral work on questionnaires lessons #20 and 21.*	10	Practice with structure drill B, lesson #26.	10	Supplementary audio comprehension work.
	20	Practice with structure drill B, lesson #26.	10	*Oral work on questionnaires lessons #20 and 21.*	10	Practice with structure drill B, lesson # 26.
			10	Practice with structure drill B, lesson # 26.	10	*Oral work on questionnaires lessons #20 and 21.*
				SECOND WEEK		
MONDAY	10	Review of questionnaires lessons #22 and 23.		→		→
	10	*Oral work on questionnaires lessons #22 and 23.*	10	Supplementary audio comprehension work.	10	Review of questionnaires lessons #22 and 23.
	20	Review of reading lesson #26.	10	*Oral work on questionnaires lessons #22 and 23.*	10	Supplementary audio comprehension.
			10	Supplementary audio comprehension work.	10	*Oral work on questionnaires #22 and 23.*
	15	Dictation on lesson #25.	15	Dictation on lesson #25.	15	Dictation on lesson #25.

Day	Minutes	Slow	Minutes	Average	Minutes	Fast
TUESDAY	15	Introduction to questionnaire lesson #26.		→		→
	10	Review of structure drills lessons #22 and 23.	10	Review of structure drills lessons #22 and 23.	10	Review of structure drills lessons #22 and 23.
	10	*Oral work on structure drills lessons #22 and 23.*	10	Practice with questionnaire lesson #26.	10	Supplementary audio comprehension.
	20	Practice with questionnaire lesson #26.	10	*Oral work on structure drills lessons #22 and 23.*	10	Practice with questionnaire lesson #26.
			10	Practice with questionnaire lesson #26.	10	*Oral work on structure drills lessons #22 and 23.*
WEDNESDAY	10	Review of structure drills A & B, lesson # 26.		→		→
	10	*Oral work on structure drills A and B, lesson # 26.*	10	Practice with questionnaire lesson #26.	10	Supplementary audio comprehension.
	20	Practice with questionnaire lesson #26.	10	*Oral work on drills A & B, lesson #26.*	10	Practice with questionnaire lesson #26.
			10	Practice with questionnaire lesson #26.	10	*Oral work on drills A and B, lesson #26.*
	15	*Help on pronunciation.*	15	Audio comprehension	15	Audio comprehension.

Day	Minutes			Average	Minutes	Fast
THURSDAY	15	Introduction of first half of reading lesson #27.		→		→
	10	Review of structure drills lessons #24 and 25.	10	Review of structure drills lessons 24 and 25.	10	Review of structure drills lessons #24 and 25.
	10	*Oral work on structure drills lessons #24 and 25.*	10	Practice with reading lesson #27.	10	Supplementary audio comprehension work.
	20	Practice with first half of reading lesson #27.	10	*Oral work on structure drills #24 and 25.*	10	Practice with first half of reading lesson #27.
			10	Practice with first half of reading lesson #27.	10	*Oral work on structure drills #24 and 25.*
FRIDAY	15	Introduction of structure drill C, lesson #26.		→		→
	10	Review of questionnaires *lessons #18 and 19.*	10	Review of questionnaire lessons #18 and 19.	10	Review of questionnaire lessons #18 and 19.
	10	*Oral work on questionnaires lessons #18 and 19.*	10	Practice with structure drill C, lesson #26.	10	Supplementary audio comprehension work.
	20	Practice with structure *drill C, lesson #26.*	10	*Oral work on questionnaires lessons #18 and 19.*	10	Practice with structure drill C, lesson #26.
			10	Practice with structure drill C, lesson #26.	10	*Oral work on questionnaires lessons #18 and 19.*

Working with two groups, a daily plan might work as follows:

Day	Minutes	Average	Minutes	Fast
MONDAY	15	Introduction of first half reading lesson #26.		→
	10	Review of structure drill A, lesson #25.		→
	15	*Oral work on structure drill A, lesson #25.*	15	Practice on equipment first half of reading lesson #26.
	15	Practice on equipment first half of reading lesson #26.	15	*Oral work on structure drill A, lesson #25.*
TUESDAY	10	Review of questionnaire lesson #25.		→
	15	*Oral work on questionnaire lesson #25.*	15	Supplementary audio comprehension work.
	15	Review of first half of reading lesson #26.	15	*Oral work on questionnaire lesson #25.*
	15	Dictation on reading lesson #25.		→
WEDNESDAY	15	Introduction of structure drill A, lesson #26.		→
	10	Review of structure drill B, lesson #25.		→
	15	*Oral work on structure drill B, lesson #25.*	15	Practice on structure drill A, lesson #26.
	15	Practice on structure drill A, lesson #26.	15	*Oral work on structure drill B, lesson #25.*

Day	Minutes	Average	Minutes	Fast
THURSDAY	15	Introduction of second half of reading lesson #26.		→
	10	Review of structure drills A and B, lesson #21.		→
	15	*Oral work on structure drills A and B, lesson #21.*	15	Practice with second half of reading lesson #26.
	15	Practice with second half of reading lesson #26.	15	*Oral work on structure drills A and B, lesson #21.*
FRIDAY	15	Introduction of structure drill B, lesson #26.		→
	20	Review of questionnaires lessons #20 and 21.		→
	15	*Oral work with questionnaires lessons #20 and 21.*	15	Practice with structure drill B, lesson #26.
	15	Practice with structure drill B, lesson #26.	15	*Oral work with questionnaires lessons #20 and 21.*

TESTING

Testing language learning is a vital part of teaching a foreign language. Students should be given an opportunity to find out what is expected of them and to show what they know. Evaluation should be in proportion to the emphasis placed on each skill.

Listening Comprehension

The following types of tests could be used on all levels with the sentences used taken from the material with which the student is working.

True - False

Level I

Two plus three is five.

Level IV or V

After having played a game of tennis, Jean and Louis visited Michèle.

Multiple Choice

Level I

Henry's friend is named Pete.
Paul.
John.

Level IV or V

When you arrive late for an appointment you should say:
I'm hungry.
I'm tired.
I'm sorry.

Numbered Pictures

A sentence or two is spoken about each picture and the student gives the number of the picture referred to.

Command

Level I

Such simple commands as stand up, show me a pencil, etc.

Level IV or V

Tell Mary to stop at the newspaper stand on her way home and buy a newspaper.

Speaking

The simplest speaking test is mere repetition. The teacher reads or plays a recording of a sentence which the student is expected to repeat. The length and difficulty of the sentence may be adjusted to fit the various levels.

Directed dialog

Level I

Tell Henry to open his book.

Level IV or V

Ask Mary what time she intends to start work on her math.

Structure drills

On the higher levels any structure drills used in teaching the patterns of speech could be used in testing speaking. Substitution of pronouns:

Level II

T. I see the book P. I see it.

Level IV or V

T. Give the books to Mary. P. Give them to her.

Oral reading

For testing pronunciation, oral reading may also be used.

Reading

True-false, multiple-choice, and numbered-picture tests may be used as described under "Listening" above, except, of course, the material is read rather than given orally.

Questions and answers

An excellent test for reading comprehension is a question based on the reading material.

Level II

What is the name of the village where Susan lives?

Level IV or V

What had the teacher told Paul that prompted him to study his History so carefully?

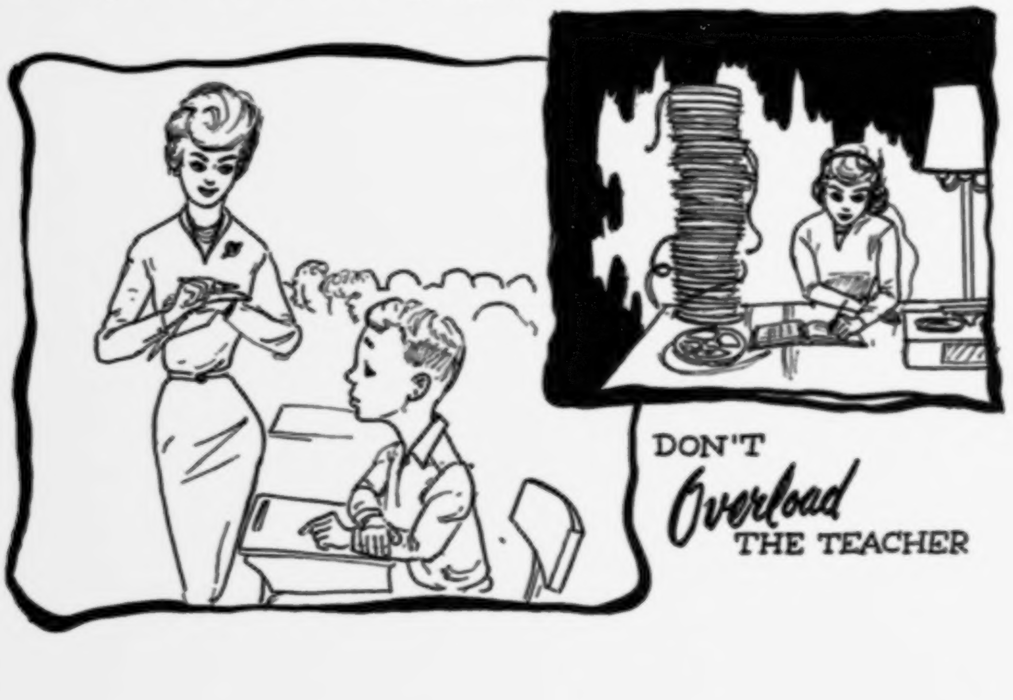
Writing (Seventh grade or above)

Copying would be used only in the early stages of language learning. Dictation could be used at any level. Directed dialog and structure drills, as explained under "Speaking" above, would be used in testing writing. Any passage may be rewritten in another person or tense, or changed from conversational to narrative, or from narrative to conversational. Writing ability could be tested through questions and answers as explained under "Reading" above.

General Remarks

Teachers do not have time to develop effective true-false, multiple-choice, and numbered-picture tests. Unless these tests are furnished with the text being used, the teacher should confine his evaluation to the types of tests easiest to develop, administer, and correct. Neither does the teacher have time to prepare and correct tests on tape. Therefore, oral tests should be live-voice tests.

For testing listening on the early levels, simple commands and repetition would be easiest. On the higher levels questions and answers would be used more. Commands would begin to take more the form of directed dialog. In general, speaking and listening would become more closely integrated. The same material and the same type of question-answer test could be used for listening and speaking. If the teacher was testing for listening, he would try to phrase his questions so that the answers would be simple. That is, so that if the student understood what he had heard, he would have no difficulty in answering. In testing speaking, the teacher would use material that the student would understand easily with the difficulty of the answer being adjusted to the level of the student.



In testing speaking, simple repetition may also be used. This type of test may be adapted to any level simply by increasing the length and the complexity of the test sentence. The question and answer section and the directed dialog may be used for tests without an undue amount of work on the teacher's part.

In testing reading, the question-answer test is the only really practical test for the teacher to develop himself. This test may be adapted for any level by varying the question from simple and factual to questions involving personal opinion.

All the tests mentioned above under "Writing" are easy for the teacher to develop and administer. In addition, any tests appropriate for speaking could also be used to test writing.

In making these tests the teacher should always keep in mind that he is testing what the student should know, not what he, the teacher, knows. Part of the motivation to continue studying a foreign language comes from successfully meeting the standards set up by the teacher.

The skills in language behavior should be analyzed and tested separately. In testing speaking ability, if the teacher is primarily interested in pronunciation, he should select certain sounds, and check for them, or he might watch for proper syllabication, or intonation. In this way his tests will tend to be more objective than if he gives a grade on a speaking test which covers all aspects of pronunciation, grammatical correctness, promptness of reply, and the factual accuracy of the reply. This is a problem that poses itself more acutely in testing speaking ability than in testing any of the other language skills.

The student's performance should be in the foreign language on all levels. Directions should be given and questions asked in the foreign language as far as possible at all levels. Beyond Level II, it should never be necessary to resort to English. Where appropriate, a model should be provided. This will frequently eliminate much explanation.

Always present correct forms. If a student hears or sees an incorrect structure, he might acquire a mistake which otherwise would not have occurred to him. In preparing true-false and multiple-choice tests, there is always a danger of presenting incorrect structures as well as incorrect information.

Vocabulary and idioms should be tested only in context. Material of a cultural nature should be tested as a part of the foreign language subject matter.

Translations should be confined to the advanced levels and then should be free rather than direct, literal translations.

IN-SERVICE TRAINING

The NDEA Language Institutes are making an important contribution to modern foreign language teaching. In addition to helping to develop oral skills, the NDEA Institutes provide courses in the oral approach, linguistics, and culture. Demonstration classes and practice in the use of electronic equipment are also offered.

Summer language schools contribute both to the training and retraining of teachers. Their offerings include laboratory practice and methods and some selection of courses in language, literature, and civilization.

University extension courses and adult education classes are most helpful when the material used in class is the same as the teacher is using in his own classes. Transfer of learning is not always complete—a teacher might achieve acceptable pronunciation for the material he is studying in his evening class, then teach his student different material with less than acceptable pronunciation. Where possible, especially on the elementary level, it would be beneficial to have a helping teacher, preferably a native speaker, visit each classroom several times a month, to ascertain that the teacher actually hears, and is working effectively to eliminate the students' errors.

Where native speakers are used, they should not be expected to be experts on material and methods unless they have a background of experience and training in modern foreign language instruction. They are, however, expert judges of correct pronunciation. Because of this ability, they are of great help to all nonnative teachers of their language. Even the best recorded programs can provide no means of checking on the accuracy with which students and teacher hear and reproduce the new sounds of the target language.

Workshops on an area level should be held using as leaders teachers who have profitably attended summer language institutes. In workshops of short duration it is difficult to achieve progress in command of the subject matter. However, these workshops can be helpful in introducing new methods and in discussion of material and equipment. When possible, outside speakers should be invited to these workshops.

Foreign language teachers would benefit greatly from the experience of residence in the country whose language they teach. Opportunities for travel and study abroad are available under numerous grants. Modern foreign language teachers should be given the opportunity to visit the foreign country of their language interest under Teacher Exchange Programs, through the granting of leave, absence with pay, or under any other possible scheme. There should be opportunities for them to hear native speakers and to meet them socially.

Colleges and universities should be encouraged to provide courses, workshops and demonstration classes for working teachers. The State Department of Education should help disseminate information about these courses and urge teachers to attend them. Refresher courses should be available at regular intervals for modern foreign language teachers. There should be a closer bond between teacher-training institutions and teachers.

Working in advance with the recordings that he will be using in class is, no doubt, the most valuable self-help the beginning teacher can undertake. In doing this work, he should listen once or twice without the script; then, if there are parts he is unable to follow on the tape, check the script and listen again with the book closed. The next step should be repetition by breath groups, repeating each breath group from two to ten times, depending on the difficulty. In the same way, the beginning teacher should go over all the questions and answers and structure drill until he feels that it will not be necessary for him to refer to the book to check on the correctness of an answer during class.

Teacher
WORKING AT HOME

There should be easy access to books, journals, and periodicals in the foreign language. Facilities for the supply and exchange of books, publications, and teaching materials from one country to another should be provided and all obstacles to the free circulation of such books and materials removed in conformity with the Free Flow Agreement sponsored by UNESCO. Regular programs in modern foreign languages should be provided on the radio and TV.

The true spirit of in-service curriculum study and change is active participation of a maximum number of the staff, leadership being judged on its ability to achieve this coordinated effort and its ultimate goals, rather than being judged on its ability to provide ready curriculum answers. Leadership for in-service curriculum development should fall upon those staff and administrative officers who are responsible for the supervision of instruction and should not be delegated to part-time personnel who are acting as consultants from outside the school system. Resource help from teacher-training institutions, the State Department of Education, and similar sources can be used effectively in the program by local leadership.

Group thinking is more effective when done in small groups. Any group has within it possibilities for leadership. Developing leadership among teachers is one of the most important functions of administrators. The work of an in-service study group is instructional improvement. All the above suggestions for in-service training must be carefully planned and must be directed and carried out by highly competent personnel. Only in this manner will we be able to fulfill our responsibility to American society and the world. An in-service program in modern foreign languages at this time is of particular importance.

Six new arrangements in the schools of the future will produce growth in service for teachers impossible to the same degree in today's schools.

1. Teachers will have time to do professional tasks.
2. Most teachers will work in teaching teams with assistants and thus profit from observing each other while doing these things for which each is most able.
3. Teachers will benefit from conferences with college organizations who work with them in supervising the work experience of teacher trainees.
4. Teachers will grow because the school will provide them with the latest technological aids to instruction and the setting wherein these aids can be used.
5. Teachers will be able to obtain advancement as teachers rather than administrators.
6. Teachers will have a place to work in the school of the future.

APPENDIXES

PROGRAMMED INSTRUCTION

The use of the term "programmed instruction" rather than its synonyms "automated instruction" or "teaching machines" (or "machine teaching") seems preferable since it neither implies the elimination of the teacher nor puts an undue emphasis on the hardware involved.

A subject which has been programmed is one in which the content has been broken down into small steps, building always on what the student knows until eventually the content has been mastered in the scope and to the degree intended by the program. Some programs are designed so that the student is completely independent of the teacher. Other programs merely aim at supplementing the work done by the teacher.

At the present stage of development of programmed instruction, it would seem unrealistic to rely on the total self-instruction program in modern foreign languages unless no teacher was available. For instance, in a school with a French program, a student, who for valid personal reasons felt he wanted to study Spanish, might be encouraged to work with a programmed course in Spanish. However, it should be realized at the outset that the help the French teacher could give this student would be severely limited. Beyond general encouragement and advice on methods of learning a language, the teacher would be quite helpless. In order to give him specific help on problems which might come up, the teacher would have to have a fairly strong command of all aspects of the language, a better command than would be required to teach a Spanish class with a traditional textbook. With a traditional textbook, the students' problems in each chapter would tend to center around the points of grammar covered in that particular chapter. The teacher would be able to prepare himself in advance by studying the chapter. Also, by virtue of the fact that he had been prepared with the same type of text, he would be in a good position to understand the students' difficulties. With programmed material problems would sometimes present themselves in a different shape and would therefore require a stronger background in the language and a greater flexibility on the part of the teacher, or the student might become more confused than helped. How well this will work out in actual practice still remains to be seen. Some experimentation is under way. Within a few years the results should be generally available.

The use of programmed instruction to supplement the work of the teacher poses a different problem. The question here is would the amount of student and teacher effort be used to better advantage in working with the tapes based on the text that they are studying or in working with programmed instruction. A study of the particular programmed instruction course in question, the text being used, and other factors, such as teacher interests, would be necessary in order to reach a decision.

With modern foreign languages the program must be closely correlated with a tape recorder in order to teach the oral aspects of the language. One of the principles of programmed instruction is that each student should be able to work at his own speed. Therefore, it would be necessary to have a sufficient number of tape recorders equipped with earphones or located in small, sound-proofed rooms so that all the students taking the course could be scheduled with the equipment for a portion of every day.

TENTATIVE RECOMMENDATIONS FOR SECONDARY SCHOOL MODERN FOREIGN LANGUAGE TEACHER COMPETENCIES BY THE COMMITTEE FOR THE RESTUDY OF TEACHER EDUCATION IN MODERN FOREIGN LANGUAGES

The State Committee for the Restudy of Teacher Education in Modern Foreign Languages recommends the following Basic Plan to the attention of the Coordinating Committee for the Restudy of Teacher Education.

Foreword

The basic medium of communication is language. Where a common means of communication exists, a force for unity, sympathy, and understanding also exists. Technological advances of the modern world have made close neighbors of all nations, thus emphasizing the great mutual responsibilities of all nations. These responsibilities may be met only against a background of mutual understanding.

If we are to understand the culture and problems of other peoples and help them to understand us as a member nation of the world community, we must be able to communicate with them in their language. To attain this goal a continuing study of at least one foreign language, preferably beginning in the elementary school, must be undertaken in our school system.

Such a program of preparation would also enable the college student to attain more easily the competencies outlined below, necessary for effective teaching.

Objectives

The foreign language teacher of today should be able to understand, speak, read, and write the language he teaches. He should have a general knowledge of the history, civilization, culture, and contemporary social and economic problems of the countries where the foreign language is spoken. He should be trained in language analysis and in the use of modern teaching methods and equipment.

The degree to which a teacher achieves these objectives will be indicated by the level of competency he attains in the criteria outlined below.

Criteria

The minimum competencies are designed to satisfy the requirements for a provisional certificate; they imply responsibility for continued study and self-improvement.

The superior rating will normally be attained only after a fifth year of college training, preferably preceded by actual teaching experience, and completion of a program leading to a master's degree or its equivalent.

Outlining teacher qualifications for both provisional and permanent certificates emphasizes the importance of competence, however attained, as opposed to hours of credit earned.

1. *Aural Understanding*

Minimal: The ability to understand what an educated native says when he is enunciating carefully and speaking simply on a general subject.

Superior: The ability to understand with ease all types of standard speech.

2. *Speaking*

Minimal: The ability to talk on prepared topics at normal speed with acceptable pronunciation and intonation and without major errors of vocabulary and syntax.

Superior: The ability to talk extemporaneously on general topics with comparative ease and with good pronunciation and intonation.

3. *Reading*

Minimal: The ability to read material of average difficulty with comprehension.

Superior: The ability to read with approximately the same ease as in English.

4. *Writing*

Minimal: The ability to write correctly (a) sentences or paragraphs such as would be developed for classroom situations and (b) short social and business letters.

Superior: The ability to write in a manner that is grammatically correct and idiomatically acceptable.

5. *Language Analysis*

Minimal: A basic knowledge of applied linguistics, that is, such knowledge of the difference between English and the foreign language in pronunciation, intonation patterns, semantics, and grammatical structures as is of practical value in classroom instruction. This implies an awareness of the difference between the language as spoken and as written.

Superior: A good knowledge of the historical development of the language and a thorough understanding of applied linguistics.

6. *Culture*

Minimal: A basic knowledge of the geography, history, literature, art, social customs and contemporary political and economic problems of the people whose language is being studied.

Superior: An understanding of the ways in which the foreign culture resembles and differs from our own.

A general knowledge of representative literary masterpieces.

An awareness of the role that language plays as the vehicle through which culture is expressed.

An awareness of language as an essential element among the learned and shared experiences that combine to form a particular culture.

7. *Professional Preparation*

Minimal: A basic knowledge of effective methods and techniques of language teaching including the use of electronic equipment.

Superior: A mastery of effective teaching methods and techniques.

The ability to use electronic equipment effectively.

The ability to incorporate the findings of research into teaching methods and techniques.

TENTATIVE RECOMMENDATIONS FOR ELEMENTARY SCHOOL MODERN FOREIGN LANGUAGE TEACHER COMPETENCIES BY THE COMMITTEE FOR THE RESTUDY OF TEACHER EDUCATION IN MODERN FOREIGN LANGUAGES

In Understanding, Speaking, Reading, Writing, Language Analysis, and Culture, the same degree of competency is not required for the teacher at the elementary level as for the teacher at the secondary level. (His pronunciation and intonation should, however, be excellent.) Therefore, the competencies of the language teacher in the elementary school should be developed through a separate program of training.

1. *Aural Understanding*

The ability to understand the vocabulary and structures pertinent to the experiences and mental level of elementary school pupils.

2. *Speaking*

The ability to use basic classroom expressions with excellent pronuncation and intonation.

3. *Reading*

The ability to read prose and poetry suitable for the elementary level.

4. *Writing*

The ability to write correctly simple phrases which will be developed orally in the classroom situation.

5. *Language Analysis*

A working command of the sound and grammar patterns of the expressions used in the elementary classroom.

6. *Culture*

A basic knowledge of the history, geography, mores, arts, and music of the foreign country, especially those aspects which would be of interest to the elementary pupil.

7. *Professional Preparation*

A practical knowledge of effective methods and techniques of language teaching at the elementary level.

SPECIFIC RECOMMENDATIONS BY THE COMMITTEE FOR THE RESTUDY OF TEACHER EDUCATION IN MODERN FOREIGN LANGUAGES

1. The methods course should be conducted by a modern foreign language teacher. Audio-visual aids should be part of this course.

2. All students preparing to teach a foreign language should do student teaching in the language.

3. Students and teachers should be encouraged to live and travel abroad, to participate in language institutes and in intensive language summer schools. They should be made aware of the various fellowships and exchange programs which would facilitate these experiences. Credit should be given for these experiences.

4. The establishment of foreign language houses and tables should be encouraged.

5. The enrollment in college of well-prepared language students is necessary if colleges are going to turn out a sufficient number of competent language teachers. Therefore, a highly qualified language teacher on the county level should supervise and coordinate the elementary, junior high and high school programs in order to insure effective teaching procedures and a long sequence of modern foreign language instruction.

6. The master's degree should be accepted as a fulfillment of one of the requirements for a permanent certificate in a language only when the degree has been obtained in that language.

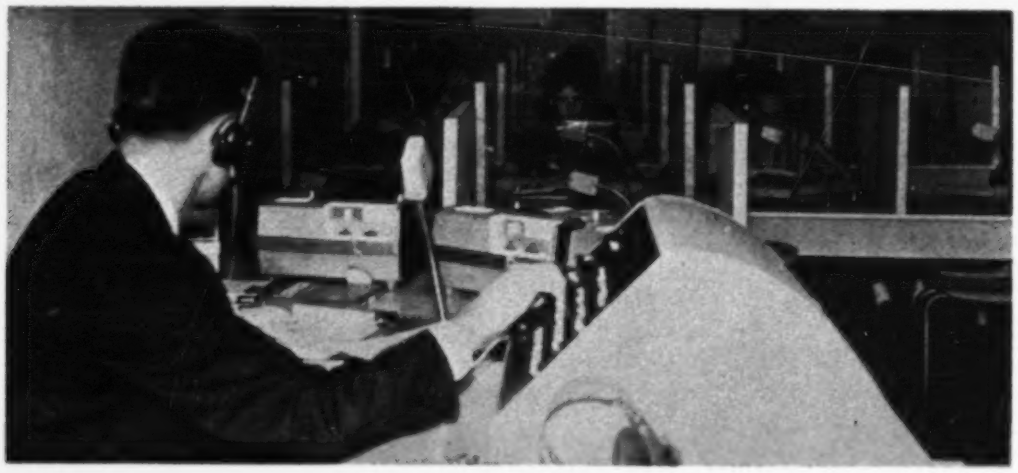
7. Credits for renewal of certificate should be granted only for courses or experiences directly related to the teaching endorsements.

8. State norms should be established on nationally known tests such as those of the Modern Language Association to determine the levels of minimal and superior. These tests should then be administered by the college and the results used to help determine which students to recommend for certification.

AUDIO-VISUAL EQUIPMENT

There are only two important differences between a language laboratory and an electronic classroom: The electronic classroom serves as a combination classroom and room for electronic drill. The electronic classroom has no booths. The language laboratory has booths and is installed in a separate room to which students are scheduled only for electronic drill.

Comparison Between Electronic Classroom and Language Laboratory



Language Laboratory

Electronic Classroom

	Electronic Classroom	Language Laboratory
Cost (1 teacher)	$50-$80 per student less than language laboratory.	More expensive.

Cost (3 teachers)	Each full-time language teacher would require an electronic classroom. Therefore, for a school with three or more teachers the financial advantage would be on the side of the language laboratory.	Less expensive.
Room Flexibility	Classroom can be used for other subjects: English, Social Studies, etc.	The language laboratory does not lend itself to effective classroom work in other subjects.
Teaching Flexibility	With an electronic classroom a teacher can go directly from explanation and demonstration to practice.	With a language laboratory shared by several teachers, each teacher is obligated to adhere to a schedule, which could mean explanation on one day, no practice until the following day.
Grouping	The teacher has all his students in one room where he can observe all of them while working with small groups for face to face oral work.	The teacher cannot, because of the booths and the distance between students, work effectively with groups in the laboratory. He would normally work with students individually through the intercom system.

Electronic Intercommunication for Individual Help	Electronic intercommunication possible from main console.	Electronic intercommunication possible from main console.
Recording Facility	Recording facility at console possible.	Recording facility at console possible.
Psychological Isolation	Provided by earphones only.	Provided by earphones and booths.
Noise Level	May be satisfactorily reduced by using quality earphones, padded with material which will adjust to the shape of the wearer's head, and by proper use of the microphone.*	A noticeable improvement in noise reduction may be obtained with booths of good quality sound-absorbing material. These booths must extend well above and in back of the student's head.**

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* When the microphone is held within less than an inch of the student's mouth, the gain (volume) may be turned down so low that no other voices will be picked up.

** Both in the language laboratory and in the electronic classroom, consideration should be given to applying sound-absorbing material to the ceiling, walls, and floors. This material should be installed under the direction of an acoustical engineer, since too much sound-absorbing material will adversely affect sound quality from a loud speaker or a live voice. Sound received through earphones would not be affected.

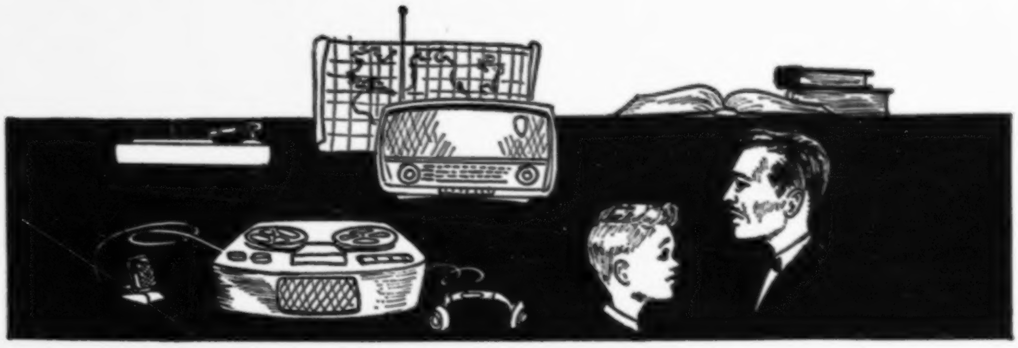
RECORD PLAYER

A record player in a classroom can give the teacher the following advantages: the possibility of presenting a variety of native voices for listening comprehension, a model for memorizing dialogs, for pronunciation and for drill.

There are devices which may be attached to record players to aid in repeating short sections of the record. With practice, this may also be done quite accurately by holding the record with one hand to keep it from turning (while the table underneath the record continues to turn). With the record stopped, the arm may be pulled back a groove or two. Some teachers prefer to cut a piece of paper slightly larger than the record and place it on the turntable, so that the record may be stopped by holding the paper.

TAPE RECORDERS

A single tape recorder offers the same important advantages as the record player and is better suited to language work for the following reasons: Tape shows no visible signs of wear even after thousands of playings, whereas records which have been used constantly for a semester frequently are worn to such an extent as to be useless for teaching purposes.



The important repetitions of sentences or parts of sentences are easier to achieve with a tape recorder. This may be done either with the rewind function or by depressing the stop button and rewinding both reels the desired distance by hand.

Half-track and single-track tape recorders are sufficient for most of the work in the foreign language classes. Stereo—two- or four-track tape recorders offer no important advantage. The add-a-track feature and the dual track feature, where one track, the master track, either has no erase function or has a special key to activate it in order to eliminate the danger of accidental erasure, have a value in the classroom. However, this value is frequently overestimated on the high school level. The purpose of this feature is to permit the student to make recordings and subsequently listen to them, comparing his effort on the student track to the native model on the master track. Experience seems to indicate that a beginning student is not able to hear some of the important differences accurately and does not know what to do about those he does hear. He needs individual help from the teacher. Unfortunately, the high school teacher does not have much time to help him. Without this individual help, there is little point in the beginning student listening to his own recordings.

The advanced student can profit from the record-compare facility without the teacher's help. However, he soon learns that it takes more than five minutes to listen profitably to five minutes of recording. Since he cannot afford to spend more than half of his time listening, he does very little record-compare work. No high school needs more than a small percentage of recorders offering this facility.

In buying a tape recorder, the emphasis should be on simplicity of operation. The tape recorder should have a 3¾ + 7½ i.p.s. speed and should accommodate 7-inch reels. A rewind, fast forward, and manual pause button are necessary. Without a pause button every time the tape is stopped while making a recording, a click is recorded on the sound track. Also, in classwork, the teacher frequently wants to create a pause in a lesson in order to give the students an opportunity to repeat. The pause button is convenient for this.

While a tape recorder should not necessarily be eliminated because it offers additional functions, the purchaser should ask himself whether the additional features might mean additional difficulty in operation and additional expenses for maintenance.

Purchasing tape recorders all of the same make would simplify maintenance and operational problems.

OPAQUE PROJECTOR

The opaque projector may be used for projecting cultural material from books, magazines, newspapers, and other printed matter. Material depicting the life and customs of the people and places of special interest, items such as songs, poems, special selections from literature, photographs of famous people of the country, famous art works, single objects and action pictures, such as stick figures, may be projected. At all levels, the opaque projector may be used for motivation and on the higher levels for stimulating discussion in the foreign language.

Using newly developed rear projection techniques the opaque projector may be used in a fully lighted classroom. However, the opaque projector is an expensive piece of equipment and should be considered for purchase only after a full audio-active installation has been secured.

OVERHEAD PROJECTOR

Any instructional material that a teacher can put on a blackboard can be put on transparencies and projected with the overhead projector. This is a time-saving piece of equipment which enables a teacher to build up a library of tests and instructional materials to be used from year to year.

Material of temporary value would be done with a wax pencil; material of permanent value could be done with ink or a typewriter, then sprayed with a special fixative so that it would not rub. Transparencies, wax pencils, and ink all come in a large variety of colors, providing the teacher with the means of making colorful and attractive presentations.

Overlays can be used in giving written tests in the following manner: Sufficient space must be left between the questions so that after the papers have been exchanged or collected, the answers to the questions on a second sheet of transparency may be superimposed on the first sheet, giving the student the correct answer immediately.

Overlays in a variety of colors enable the teacher to introduce new structures very forcefully. For instance, to the affirmative sentence, *Je vois le chien,* the *ne pas* of the negative may be added with an overlay of a different color so that it will stand out: *Je NE vois PAS le chien.*

Overlays may be used to develop conversational sequences. For example, the first transparency would show one person, the second would show him talking to a friend, the third would show them standing beside an automobile, etc.

The overhead, like the opaque projector, is an expensive piece of equipment and should not take precedence over a complete audio-active installation.

GLOSSARY

Active vocabulary: Words which the student has at his command to express himself orally and in writing.

Analogy, learning by: A process of learning in which a student models his response on similar previously learned information. For instance, having learned to add an "s" to the singular in order to form a plural (boy, boys; dog, dogs) he will automatically add an "s" to a new noun (panda, pandas) to form the plural.

Analogy drill: This is a drill used to elicit a given word by asking a simple leading question. Teacher: "Henry is running. What is John doing?" Student: "John is running, too."

Analysis, learning by: A process of learning in which the student applies a previously learned rule: For instance, to form the third person singular of the present tense add an "s" to the infinitive.

Anticipation mode: This means that a pause is left after the master voice for the students' response. The correct response follows in the master voice and a second pause for the students' repetition of the correct response. This may be used with any form of drill.

Audio active: Equipment with which the student can listen to a master program through earphones, talk into a microphone, and hear his own voice electronically.

Audio passive: Equipment with which the student can hear the master program through earphones but has no microphone into which he can talk and hear himself electronically. Repetitions and responses, if he makes them, he would hear only through normal air and bone conduction (This is the manner in which we are accustomed to hearing ourselves.)

Audio lingual: Audio refers to hearing and lingual to speaking: synonymous with the expressions *aural-oral, listening-speaking,* and *oral.*

Breath group: A part of a sentence which can be isolated for repetition with a minimum of damage to the intonation and rhythm pattern of the entire sentence.

Chain drill: The teacher asks a question of Student A. He answers it and asks the same question of Student B.

Choral work: Simultaneous repetitions or responses of several students or even of the entire class.

Cognate words: Words with a common origin. For instance, the words *attention* in French and English and *atención* in Spanish are all derived from the Latin word *attentio.*

Controlled writing: The student is required to modify an assigned script in a given way. This could be a grammatical change such as changing person or tense, or could be changing from dialog to narrative, or narrative to dialog.

Creative writing: The student expresses his ideas in his own words as he would in an English composition.

Dialog adaptation: The expressions learned in the basic dialog are used in a slightly different situation. This usually amounts to questions and answers based on the original dialog. For instance, if in the basic dialog Paul says "Yesterday I read a book." The teacher might ask "Did you go to the movies yesterday, Henry?" and expect the answer "No, yesterday I read a book."

Directed dialog: The teacher will say to a student, "Marie, ask Susan where the French book is." Marie will then say "Susan, where is the French book?"

Direct method: A method of teaching in which the teacher uses only the target language.

Exploded drill: A narrative, dialog or other form of oral work with pauses inserted for student repetition.

Fixed increment drill: A drill in which a student adds a standard beginning or ending to an utterance. I want .... do my homework. The student says "I want to do my homework." I want .... visit Paris. The student says "I want to visit Paris."

Integration drill: The student combines two separate utterances to form one: "We will go." "The weather is nice." The student says "We will go if the weather is nice."

Linguistics: The science of language. This may be broken down into phonology or phonetics, morphology or word changes, syntax or grammar, semantics or word meaning.

Modification drill: The student is required to make changes in the structure. For instance, "We are going home." "We are not going home."

Mutation drill: See modification drill.

Open-ended drill: See progressive substitution drill.

Paired sentence drill: See integration drill.

Pattern practice: Drill of a given structure using different sentences, all of which are examples of the structure being drilled. "I see the house." "I see it." "He has the book." "He has it."

Progressive substitution drill: Drill in which a change may be made in more than one place. "He has a book." bicycle "He has a *bicycle.*" we "*We have* a bicycle." see "We *see* a bicycle."

Structure: Usually used as a synonym for grammar.

Substitution drill: A simple form of the modification or mutation drill. "I see a house." Dog—"I see a dog."

Target language: The language being studied.

Transformation drill: See modification drill.

SOURCE MATERIALS FOR SECONDARY SCHOOL TEACHERS OF FOREIGN LANGUAGES*

AUDIO-VISUAL AIDS

Brandon Films, Inc., 200 W. 57th St., New York 19, N. Y.

Rents and sells feature films from many countries.

Curriculum Materials Center, 5128 Venice Blvd., Los Angeles 19, Calif.

Distributor of folk songs, language learning discs, tape recordings, filmstrips, books, and slides; all languages, all grade levels.

Eastman Kodak Company, Sales Service Division, Rochester, N. Y.

Distributes the following publications free: *Sources of Motion Pictures and Filmstrips, Some Sources of 2x2-inch Color Slides, Planning and Producing Visual Aids.*

Escopel Company, P. O. Box 320, Montclair, N. J. (Spanish filmstrips)

Gessler Publishing Company, Hastings-on-Hudson, N. Y. (Filmstrips)

Goldsmith's Music Shop, Inc., 401 W. 42nd St., New York 36, N. Y.

Graded recorded teaching and learning aids. Producers of records, tapes, and illustrated texts in French, German, Italian, Russian, and Spanish. All records supplied with texts. Complete catalog on request.

Language Training Aids, Language Center, Boyds, Md.

Audio-visual aids for students and teachers of many languages.

Lorraine Music Company, Box 131, Long Island City 4, N. Y.

Recordings of French, German, Russian, Spanish songs, drama, poetry, prose with verbatim texts; also classical languages. Descriptive catalog upon request.

Pan American Union, 19th and Constitution Ave., N.W., Washington 6, D. C.

Write for complete catalog of audio-visual aids and other instructional materials.

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*These references were selected almost exclusively from: Eaton, Ester M. and Norton, Lynne L. *Source Materials for Secondary School Teachers of Foreign Languages.* U. S. Department of Health, Education, and Welfare. Circular 681, OE 27001A. Government Printing Office, which is now available in a revised edition as circular 690, OE 27001B.

Radio Corporation of America, Educational Services, Camden 2, N. J.

Records in French and Spanish.

Society for French American Cultural Services and Educational Aids, 972 Fifth Ave., New York 21, N. Y.

Write for catalog.

Spanish Audio-Visual Aid Service, Cultural Relations Department, Embassy of Spain, 2700 16th St., N.W., Washington 9, D. C.

16-mm films, some 35-mm in color, with commentaries in Spanish. Tapes on a variety of subjects.

United World Films, Inc., 1445 Park Ave., New York 29, N. Y.

At the request of the U. S. Commissioner of Education, the U. S. Information Agency has released for educational use in the United States the foreign language versions of some of its films produced for overseas use. USIA films have been translated into nearly 40 different languages. These translations are available to schools, colleges, NDEA language institutes and centers.

Wible Language Institute, Hamilton Law Building, Allentown, Pa.

Distributes variety of tapes, films, filmstrips, records, and books in 75 languages. Write for catalog.

Wilmac Recorders, 921 E. Green St., Pasadena, Calif.

Discs and tapes in French, German, Italian, Russian, and Spanish.

COURSE OUTLINES AND GUIDES

California State Department of Education. *Spanish: Listening, Speaking, Reading, Writing*. (Available from the Department, Bureau of Textbooks and Publications, 721 Capitol Ave., Sacramento 14, Calif.) 1961. 69 p. 35 cents.

New York State Education Department, Bureau of Secondary Curriculum Development, Albany 1, N.Y.

French for Secondary Schools, 1960. 205 p.
Spanish for Secondary Schools, 1961. 240 p.

de Sauzé, E. B., *The Cleveland Plan for the Teaching of Modern Languages, with Special Reference to French*, Winston Modern Language Series. New York: Holt, Rinehart and Winston, Inc., 1959. 82 p. (Write for price.)

CULTURAL AIDS FROM TRAVEL AND INFORMATION SERVICES

FACSEA (French American Cultural Services and Educational Aids), 972 Fifth Ave., New York 21, N. Y.

French Government Tourist Office, French National Railroads, 610 Fifth Ave., New York 20, N. Y.

Grace Line, Publicity Department, 3 Hanover Sq., New York 5, N. Y.

Hispanic Society of America, Broadway between 155th and 156th Sts., New York 32, N. Y.

Mexican Government Tourist Department, 630 Fifth Ave., New York 20, N. Y.

Pan American Union, 19th and Constitution Ave., N.W., Washington 6, D. C.

United Fruit Company, Educational Service Department, 30 St. James Ave., Boston 16, Mass.

Leaflets and posters on Latin American countries.

EVALUATION AND TESTING

Advanced Placement Program: Course Descriptions. College Entrance Examination Board, Box 392, Princeton, N. J., 1960. 139 p. $1.50.

Brooks, Nelson. *Language and Language Learning: Theory and Practice.* New York: Harcourt, Brace and World, Inc., 1960. 238 p. 75 cents.

Cooperative Foreign Language Tests. Cooperative Test Division, Educational Testing Service, Princeton, N. J.

Elementary and Advanced test forms in French, Latin, and Spanish. Also a *French Listening Comprehension Test.* Sample Kit available for $2.00.

Delattre, Pierre. "Testing Students' Progress in the Language Laboratory." *International Journal of American Linguistics,* 26: 4 (Part II): 77-96, October, 1960. Also reprinted in *Automated Teaching,* I: 3: 21-31, Summer, 1960.

A Description of the College Board Achievement Tests. College Entrance Examination Board, Box 592, Princeton, N. J., 1961. 127 p.

Modern Language Association. *Foreign Language Proficiency Tests for Teachers and Advanced Students.* MLA Foreign Language Program Research Center, 70 Fifth Ave., New York 11, N. Y.

Write for information.

FOREIGN LANGUAGE ASSOCIATION JOURNALS

The French Review (The American Association of Teachers of French). Circulation Manager, George B. Watts, Davidson College, Davidson, N. C. Six issues a year. $5.00.

Hispania (The American Association of Teachers of Spanish and Portuguese). Professor L. H. Turk, DePauw University, Greencastle, Ind. Four issues a year. $5.00.

Language Learning: A Journal of Applied Linguistics (Research Club in Language Learning). 3038 N. University Building, Ann Arbor, Mich. Four issues a year. $2.00.

The Modern Language Journal (The National Federation of Modern Language Teachers Associations, Inc.). Business Manager, Stephen L. Pitcher, 7144 Washington Ave., St. Louis 30, Mo. Eight issues a year. $4.00.

Newsletter (The NEA Department of Foreign Languages). National Education Association, 1201 16th St., N.W., Washington 6, D. C.

PMLA (The Modern Language Association of America). Allen F. Hubbell, Treasurer, 6 Washington Sq., N., New York 3, N. Y. Five issues a year. $10.00 for regular members; $12.00 for libraries, and nonmembers.

FOREIGN LANGUAGE NEWSPAPERS AND PERIODICALS

Audio Lingual Digest. Educational Audio Visual, Inc., 29 Marble Ave., Pleasantsville, N. Y. Seven issues a year. $42.00. School subscription, $35.00.

> 12-inch French or Spanish records offering general and cultural information pertinent to the language studied. Interest level of American teenagers. Pronunciation practice records also available. Write for brochure.

Caminos. Colegio Americano, Apartado Postal No. 83. Guatemala, C. A. Monthly, September through May. $3.00.

> A nonprofit educational project conducted by the staff of the school. Articles and stories of a cultural and educational nature are written by native Latin-Americans for teenagers throughout the Americas.

Mundo Hispánico. Strictly Continental, 110 S. Central Ave., St. Louis 5, Mo. Monthly, $6.50.

> Similar to *Life* magazine; all phases of Hispanic culture, illustrated, black and white, color.

News Record-of-the-Month. French-Spanish Review, 280 Madison Ave., New York 16, N. Y. Sixteen issues (full year), $9.00. Eight issues (half-year), $5.00.

> For French or Spanish students. Price includes magazine *French-Spanish Review.* Specify language.

Operation Stethoscope. James E. Merrill, Ebersteinburg/Rastatt, Weierweg 5, Germany.

> One may receive weekly or biweekly, 25-minute tapes of up-to-date commentary on events, dialogs in real situations, broadcast excerpts, etc. Service $1.60 per tape. Write for information.

Sonorama. Sonopresse, 117 rue Réusmur, Paris, France. Monthly. Write for subscription rates.

> A French sound magazine on current topics. Five or six indestructible LP records, each inserted between informational pages. Entire magazine is placed on turntable for playing.

TOP. Réalités in America, Inc., 301 Madison Ave., New York 17, N. Y. Weekly, $9.00.

INSTRUCTIONAL AIDS

Curriculum Materials Center, 5128 Venice Blvd., Los Angeles 19, Calif.

Denoyer-Geppert Co., 5235 Ravenswood Ave., Chicago 40, Ill.

> Colorful maps in foreign text, globes, charts, models. Write for details.

Eaton, Ester M. "Foreign Languages." *The Public School Adult Educator,* 3:4:59-60, March, 1960. Reprinted by the U. S. Department of Health, Education, and Welfare, Office of Education, Washington 25, D. C., 1960. 2 p. Free.

Games and playlets available from Gessler Publishing Co., Hastings-on-Hudson, N. Y.

Gessler Publishing Co., Hastings-on-Hudson, N. Y.

> French and Spanish realia. Catalog on request.

Society for French American Cultural Services and Aids, 972 Fifth Ave., New York 21, N. Y.

> Bulletin board exhibits, posters, cultural information.

Wible Language Institute, Hamilton Law Building, Allentown, Pa.

INTERNATIONAL UNDERSTANDING

Information Sources

Committee on Educational Interchange Policy. *Twenty Years of United States Government Programs in Cultural Relations,* 1959, rev. ed. 30 p. (Available free from Institute of International Education, 800 Second Ave. at 42nd St., New York 17, N. Y.)

Pan American Union. *Inter-American Study Kit.* Washington: Pan American Union. $3.00.

The 21 publications contain basic information about the Organization of American States and other selected materials.

World Confederation of Organizations of the Teaching Profession, 1227 16th St., N.W., Washington 6, D. C.

International Correspondence

Bureau de Correspondance Scolaire. Director, Frances V. Guille. College of Wooster, Wooster, Ohio.

International Friendship League, 40 Mt. Vernon St., Boston, Mass. Membership fee 50 cents.

The Voicespondence Club, Noel, Va.

Nonprofit corporation sponsoring "visits" through tape exchanges. Annual membership fee $3.00.

World Tape Pals, Inc. Marjorie Matthews, Secretary, Box 9211, Dallas 15, Tex.

LANGUAGE LABORATORIES

California Department of Education, Bureau of Audio-Visual and School Library Education, and the Bureau of National Defense Education Act Administration. *A Guide for the Development of Language Laboratory Facilities* (Bulletin of the California State Department of Education, October, 1960). 37 p.

Council of Chief State School Officers. *Purchase Guide for Programs in Science, Mathematics, and Modern Foreign Languages.* (Available in each school superintendent's office, or from Ginn and Co., Statler Office Bldg., Boston 17, Mass.) 1959. 336 p. $3.95.

A Dozen Do's and Don'ts for Planning and Operating a Language Lab or an Electronic Classroom in a High School, by participants of MLA-U.S. Office of Education-sponsored conference. Modern Language Association, 70 Fifth Ave., New York 11, N. Y. 1960. 10 cents.

Hayes, Alfred S. *Language Laboratory Facilities,* Bulletin, 1963. No. 37 (OE-21024). U. S. Department of Health, Education, and Welfare, Office of Education. Washington: U. S. Government Printing Office, 1963. 119 p. 50 cents.

Hutchinson, Joseph C. *Modern Foreign Languages in High School: The Language Laboratory,* Bulletin, 1961. No. 23 (OE-27013). U. S. Department of Health, Education, and Welfare, Office of Education. Washington: U. S. Government Printing Office, 1961. 85 p. 35 cents.

Lebel, C. J. *How to Make Good Tape Recordings.* Audio Devices, Inc., 444 Madison Ave., New York 22, N. Y., 1961, rev. ed. 150 p. Cloth, $2.50. Paper, $1.00.

Marty, Fernand. *Language Laboratory Learning.* Audio-Visual Publications, Box 5497, Roanoke, Va., 1960. 268 p. $3.75.

Stack, Edward M. *The Language Laboratory and Modern Language Teaching.* New York: Oxford University Press, 1960. 149 p. $3.95.

LINGUISTICS

Belasco, Simon. *Anthology.* Boston: D. C. Heath, 1961. 202 p. $2.95.

This is a collection of articles illustrating and describing specific applications of linguistics to the language classroom. The *Anthology* is used with linguistic guides for teachers. The guides are available in the languages listed below (price $2.15 each):

Valdeman and Belasco. *French: Applied Linguistics.*
Gardenas and Belasco. *Spanish: Applied Linguistics.*

Brooks, Nelson. *Language and Language Learning: Theory and Practice.* New York: Harcourt, Brace and World, Inc., 1960. 238 p. $3.75.

Center for Applied Linguistics, 1346 Connecticut Ave., N.W., Washington 6, D. C.

Information upon request regarding applied linguistics.

Hall, Robert A., Jr. *Linguistics and Your Language.* Garden City, N. Y.: Doubleday and Co., Inc., 1960. 265 p. Paper, $1.45.

Lado, Robert. *Linguistics Across Cultures.* Ann Arbor: University of Michigan Press, 1957. 141 p. $2.75.

Applied linguistics for language teachers.

Language and Linguistics Series featuring Henry Lee Smith, Jr., Professor of Linguistics and English, University of Buffalo (30 minutes each, black and white, sound). (Thirteen kinescopes available from NET Film Services, Audio-Visual Center, Indiana University, Bloomington, Ind., at rental of $5.25 each for one to five days. Write for titles.)

The West Virginia State Department of Education has several of these films available for loan.

The Linguistic Reporter. Center for Applied Linguistics of the Modern Language Association of America, 1346 Connecticut Ave., N.W., Washington 6, D. C. Bimonthly. Free.

Politzer, Robert L. *Teaching French: An Introduction to Applied Linguistics*. Boston: Ginn and Co., 1960. 140 p. $1.75.

> Explanation of linguistic teaching method with detailed information on teaching pronunciation, morphology, syntactical patterns and vocabulary.

ORGANIZATIONS OFFERING PROFESSIONAL SERVICES

National French Contest. Chairman, James W. Glennen, University of North Dakota, Grand Forks, N. Dak.

National Information Bureau. Director, Armand Bégué, 972 Fifth Ave., New York 21, N. Y.

National Spanish Contest. Chairman, Harry T. Charly, 1810 Chadbourne Ave., Madison 5, Wis.

Sociedad Honoraria Hispánica (for secondary schools). L. H. Turk, Secretary-Treasurer, SHH, DePauw University, Greencastle, Ind.

Société Honoraire de Français (for secondary schools). Anne Preston Fearrington, R. J. Reynolds High School, Winston-Salem, N. C.

PROFESSIONAL REFERENCES

Brisley, Leonard and others. *Good Teaching Practices: A Survey of High-School Foreign-Language Classes*. MLA Foreign Language Program Research Center, 70 Fifth Ave., New York 11, N. Y., 1961. 24 p. 50 cents.

Brooks, Nelson. *Language and Language Learning: Theory and Practice*. New York: Harcourt, Brace and World, Inc., 1960, 238 p. $3.75.

Mathieu, Gustave, and James S. Holton. *Suggestions for Teaching Foreign Languages by the Audio-Lingual Method: A Manual for Teachers*, 1960. 27 p.

"FL Program Policy." *PMLA*, LXXI:4 (Part II):xiii-xxiv, September, 1956. Reprints available from MLA Foreign Language Program Research Center, 70 Fifth Ave., New York 11, N.Y.

Hall, Edward T. *The Silent Language*. Fawcett World Library, 67 W. 44th St., New York 36, N.Y., 1961. Paper, 50 cents.

> Communication by time, space, and language may be said to form the system of culture. This book may assist language teachers in their organization of the teaching of cultural material from the point of view of time and space.

Johnston, Marjorie C., Ilo Remer, and Frank L. Sievers. *Modern Foreign Languages: A Counselor's Guide* (OE-27004). U. S. Department of Health, Education, and Welfare, Office of Education, 1960. Washington: U. S. Government Printing Office, 1960. 67 p. 30 cents.

Basic information about foreign language study for guidance counselors, principals, and teachers who have the responsibility for helping pupils plan their high school program.

ML Abstracts. Publisher and Editor, G. Mathieu. Orange County State College, Fullerton, Calif. Four issues. $2.00.

Modern Foreign Languages and the Academically Talented Student. Coeditors: Wilmarth H. Starr, Mary P. Thompson, and Donald D. Walsh. National Education Association, Publication-Sales Section, 1201 16th St., N.W., Washington 6, D. C., 1960. 89 p. $1.00.

Joint report of the National Education Association project on the Academically Talented Student and the Modern Language Association of America Foreign Language Program.

Modern Foreign Languages in the Comprehensive Secondary School. National Association of Secondary-School Principals Committee on Curriculum Planning and Development. (Reprints available from NASSP-NEA, 1201 16th St., N.W., Washington 6, D. C.) June, 1959. 16 p. 15 cents.

O'Connor, Patricia. *Modern Foreign Languages in the Secondary School: Prereading Instruction,* Bulletin, 1960, No. 9 (OE-27000). U. S. Department of Health, Education, and Welfare, Office of Education, Washington: U. S. Government Printing Office, 1959. 45 p. 25 cents.

Detailed suggestions for teachers who wish to use an audio-lingual approach in beginning foreign language classes. It treats such matters as the role of the teacher, planning, techniques, and homework assignments during the prereading period, and how to make the transition to printed materials. This bulletin was prepared for the training of teachers in the 1959 summer institutes under the National Defense Education Act.

Parker, William R. *The National Interest and Foreign Languages, Third Edition.* Department of State Publication 7324. Washington: U. S. Government Printing Office, 1962. 159 p. $1.00.

Discussion guide prepared for the U. S. National Commission for UNESCO. Single copies available free from the Commission, Department of State, Washington 25, D. C. Multiple copies must be ordered from the U. S. Government Printing Office, Washington 25, D. C.

Report on a Conference on the Meaning and Role of Culture in Foreign Language Teaching, held March 10-11, 1961, at the Institute of Languages and Linguistics, Georgetown University, Washington, D. C., 1961. 93 p. $2.00.

Selective List of Materials for Use by Teachers of Modern Foreign Languages. Prepared by Modern Language Association under con-

tract with the U. S. Department of Health, Education, and Welfare, Office of Education, 1962. MLA Foreign Language Program Research Center, 70 Fifth Ave., New York 11, N. Y. 326 p. $1.00.

> This revision of the Alden *Materials List* includes separate criteria for evaluation of materials.

Van Eenaam, Evelyn (compiler). "Annotated Bibliography of Modern Language Methodology for 1958." *The Modern Language Journal,* XLIV:1:24-42, January, 1960.

> Bibliography appears annually in the January issue of the *Journal.*

Principles and Methods of Teaching A Second Language (16-mm, 15 reels, black and white). Produced by the Modern Language Association of America in cooperation with Teaching Film Custodians. (Available for purchase from Teaching Film Custodians, Inc., 25 W. 43rd St., New York 36, N. Y.)

> The series of films consists of the following unit topics:
>
> 1. "The Nature of Language and How It Is Learned" (30 minutes, black and white)
> 2. "The Sounds of Language" (30 minutes, black and white)
> 3. "The Organization of Language" (30 minutes, black and white)
> 4. "Words and Their Meanings" (30 minutes, black and white)
> 5. "Modern Techniques in Language Teaching" (30 minutes, black and white)
>
> The West Virginia State Department of Education has these films available for loan.

Stack, Edward M. *Behind the Tape—the Teacher* (7½ i.p.s.). Minnesota Mining and Manufacturing Company, Advertising Department, Magnetic Projects Division, St. Paul, Minn. $2.25.

> Tape and accompanying *Beginning Audio-Lingual Guide.*

To Speak with Friends (16 mm, 28 minutes, black and white). Produced by the National Education Television and Radio Center pursuant to a contract under Title VII of the National Defense Education Act.

> Shows actual use in classrooms of the new methods many teachers are using to develop language competency through the listening-speaking approach. Illustrates instructional practices that make use of the newer educational media. The West Virginia State Department of Education has this film available for loan.

SONGS AND DANCES

Goldsmith's Music Shop, Inc., 401 W. 42nd St., New York 36, N. Y.

> Graded recorded teaching and learning aids, with texts. French, German, Italian, Latin American, Russian, and Spanish records of folk songs, operas, popular songs. Producers of the "Sing-Along" series. Vocal demonstrations followed by instrumental rendition for "Sing-Along." Complete catalog available.

"Language Through Songs": *Cantemos en español,* Books I and II; *Chantons en français,* Books I and II; *Singen wir auf Deutsch,* Books I and II.

> Each book includes: 2 sing-along records $11.90, Student's book $1.50, Teacher's book $2.50. Available from the Curriculum Materials Center, 5128 Venice Blvd., Los Angeles 19, Calif.

Let's Sing Songs in French. Baltimore: Ottenheimer Publishers. $3.95 a set.

> Records and song books in Spanish also.

Lorraine Music Co., Box 131, Long Island City 4, N. Y.

Spanish Music Center, Inc., 127 W. 48th Street, New York 36, N. Y.

STUDY, TRAVEL, AND EXCHANGE FOR STUDENTS AND TEACHERS

Abrams, Irwin. *Study Abroad* (New Dimensions in Higher Education, No. 6, OE-50016). U. S. Department of Health, Education, and Welfare, Office of Education. Washington: U. S. Government Printing Office, 1960. 21 p. 15 cents.

The American Field Service, 313 E. 43rd St., New York 17, N. Y.

> Independent, nonprofit, nonsectarian organization with educational travel programs for students, emphasizing a family-living experience abroad.

Council on Student Travel, Inc., 179 Broadway, New York 7, N. Y.

> Write for information concerning low-cost student travel.

The Experiment in International Living, Putney, Vt.

> Independent, nonprofit nonsectarian organization with educational travel programs (ages 16-30) emphasizing a family-living experience abroad. Opportunity also for teachers as group leaders.

Institute of International Education, 800 Second Ave. at 42nd St., New York 17, N. Y.

Bulletins and Reports

Academic Programs Abroad. 50 cents.

Their assets and liabilities are explored in this report of a special conference.

Foreign Study for U. S. Undergraduates. 50 cents.

Survey of undergraduate study abroad programs of American colleges and universities.

Open Doors. Published annually. $1.00.

Report on the population involved in international exchange based on surveys of those studying, teaching, and training in the United States, and of American students and faculty members on educational assignments abroad.

Overseas. The Magazine of International Education, Monthly, September through May. $2.00.

Featuring articles, reports, photographs, and illustrations on all aspects of international exchange.

Educational Interchange Policy Statements

Academic Exchanges with the Soviet Union. Free.

Goals of Student Exchange. Free.

Twenty Years of United States Government Programs in Cultural Relations. Free.

Information For Students and Advisors

Directory of International Scholarships in the Arts. 50 cents.

Fellowships Offered by Foreign Governments, Universities and Private Donors. Free.

Group Study Abroad. Free.

Handbook on International Study: For U. S. Nationals. $3.00.

Summer Study Abroad. Free.

United States Government Grants. Free.

Inter-University Committee on Travel Grants, 719 Ballantine Hall, Indiana University, Bloomington, Ind.

Language Development Program Institutes. Address request for mimeographed list to Language Development Section, Division of Higher Education, U. S. Office of Education, Washington 25, D. C.

For teachers of modern foreign languages in elementary and secondary schools. Information concerning the institutes is ready by December prior to the summer or academic year concerned.

NEA Tours. Paul H. Kinsel, Director. Division of Travel Service, National Education Association, 1201 16th Street, N.W., Washington 6, D. C.
Study Abroad (No. 13, 1961-62). Issued annually by UNESCO Publications Center, 801 Third Ave., New York 22, N. Y. $3.00.

Study in Latin America. Pan American Union, 19th and Constitution Ave., N.W., Washington 6, D. C. 60 p. Yearly publication. 25 cents.

Teacher Exchange Opportunities, 1962-63 (OE-14047-63). U. S. Department of Health, Education, and Welfare, Office of Education. Washington: U. S. Government Printing Office, 1961. 39 p. (Copies available free from Publications Distribution Unit, U. S. Office of Education, Washington 25, D. C.)

Teaching Abroad (UNESCO, No. 10), May, 1958. UNESCO Publications Center, 801 Third Ave., New York 22, N. Y. 146 p. $100. No. 11 in preparation.

Educational Cultural Exchange Opportunities (DS 7201). U. S. Department of State. Washington: U. S. Government Printing Office, annually. (Write for price.)

U. S. Government Grants under the Fulbright and Smith-Mundt Acts 1960-61. Conference Board of Associated Research Councils Committee on International Exchange of Persons, 2101 Constitution Ave., Washington 25, D. C.

> Annual program announcements of university lecturing and advanced research. Specify geographic area of interest.

Work, Study, Travel Abroad. United States National Student Association, Educational Travel, Inc. Published annually in December. $1.00. (Write to the Association at 20 W. 38th St., New York 3, N. Y.)

VOCATIONAL OPPORTUNITIES

Career Opportunities as a Foreign Service Officer (Publication 7245). U. S. Department of State. Washington: U. S. Government Printing Office, 1961. 31 p. 20 cents.

Careers in Languages: The Bilingual Secretary. Latin American Institute, 292 Madison Ave., New York 17, New York. 12 p.

Employment Abroad: Facts and Fallacies. Prepared by the U. S. Foreign Commerce Department. (Available from the Foreign Commerce Department, Chamber of Commerce of the United States, 1615 H St., N.W., Washington 6, D. C.) 1961. 18 p. 25 cents. Quantity discount.

Employment Information (Publication 7130). U. S. Department of State. Washington: U. S. Government Printing Office, 1961. 37 p. 20 cents.

Gaudin, Lois S. "Careers in Modern Languages." *The Modern Language Journal,* XLIV:5:197-205, May, 1960.

Heumann, Karl F., and Peter M. Bernays. "Fifty Foreign Languages at Chemical Abstracts." *Journal of Chemical Education,* 36:478-82, October, 1959.

McAllister, Quentin Oliver. *Business Executives and the Humanities.* Report of the Southern Humanities Conference (Bulletin No. 3). Chapel Hill: University of North Carolina Press, 1951. 114 p.

Occupational Opportunities for Students Majoring in Spanish and Portuguese (Bulletin 1958, No. 1). Available free from the Pan American Union, 19th and Constitution Ave., N.W., Washington 6, D. C.

Sources of Employment for Foreign Language Majors and Minors. Occupational Information Bulletin No. 1. Ann Arbor: University of Michigan, 1959. (Available from MLA Foreign Language Program Research Center, 70 Fifth Ave., New York 11, N. Y.) $1.00.

Teaching Opportunities (Circular 589 - OE-26000). U. S. Department of Health, Education, and Welfare, Office of Education. Washington: U. S. Government Printing Office, 1959. 39 p. 30 cents.

> This bulletin gives pertinent information to present and prospective teachers desirous of obtaining positions in public and private schools and colleges. Facts are presented about teacher supply and demand, certification requirements, and salaries, as well as educational exchange grants by the U. S. Department of State. Information is also included about teaching in schools for dependents of military personnel in the United States, overseas, and in the U. S. territories and possessions; in Latin American private schools, in international schools, and in overseas schools operated by industrial concerns.

United Nations Information Letters on types of positions in the Organization. (Available from Placement Services, Office of Personnel, United Nations Headquarters, New York 17, N. Y.)

United States Civil Service Commission. *Examination Announcement for Foreign Language Specialists* (186 B). U. S. Civil Service Commission, Washington 25, D. C., February 24, 1959. 7 pages. Free.

Unusual Teaching Opportunities at Home and Abroad. NEA Committee on International Relations, 1201 16th St., N.W., Washington 6, D. C., 1961. Free.